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ABSTRACT

The specific purpose of the curriculum guide is utilization in industrial arts and home economics of part of the junior high phase of the SPAN Project--An Accelerated Project for a System Program Approaching Non-Unemployment of Vocational Students, or "Start Planning Ahead Now". The document is designed to assist the teacher in providing occupational information to make the students aware of employment opportunities and then select the high school courses that will prepare them for gainful employment. Briefly discussed are the program's organization, general objectives, and various teaching methods. The guide is divided into 12 units: orientation to the World of Work, understanding self and others, home economics, clusters of occupations in home economics, service occupations, clerical and related occupations, health occupations, industrial arts, occupations in mechanics and repairing, occupations in building trades, occupations in printing (graphic arts), and sales occupations. Unit generalizations, objectives, a topical outline of activities and resource materials, and evaluation methods are presented for the two broad subject areas. Units on various occupations present the job title, job description, educational requirements, and desirable personal traits. One-third of the document contains case studies, additional instructional materials, student self-evaluation tests, learning activities, resource materials, and a bibliography. (Author/BP)

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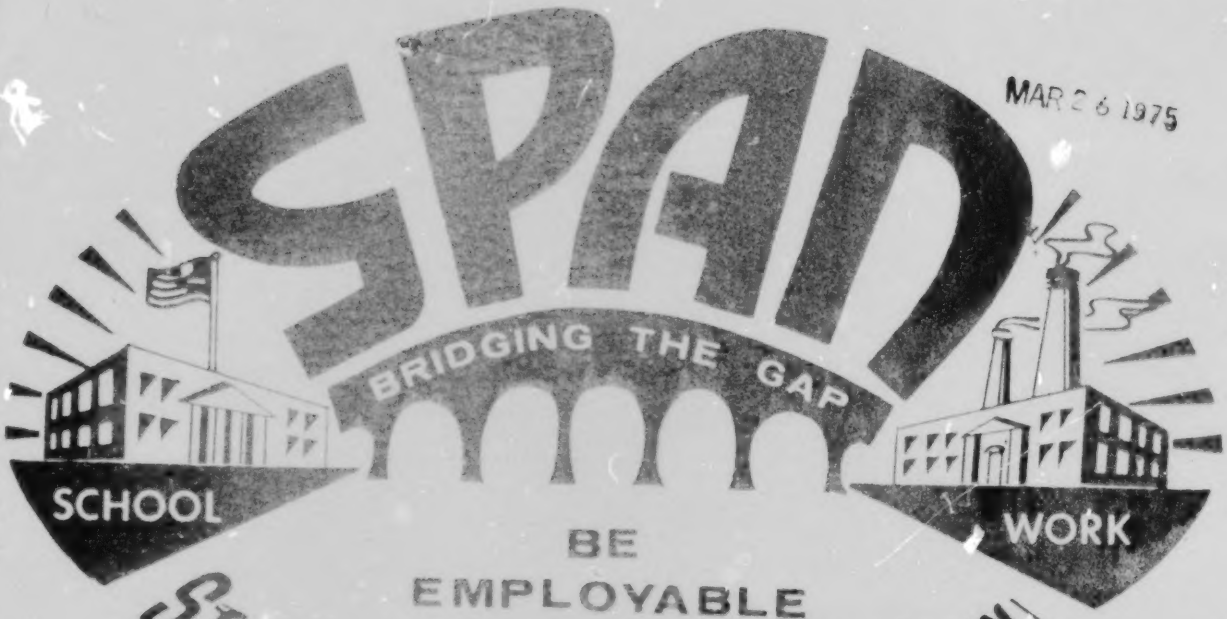

BE
EMPLOYABLE

START PLANNING AHEAD NOW!

A CURRICULUM GUIDE
FOR

OCCUPATIONAL ORIENTATION AND EXPLORATION

IN

JUNIOR HIGH SCHOOL

HOME ECONOMICS
AND
INDUSTRIAL ARTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Division of Vocational Education
Memphis City Schools
1971

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A Curriculum Guide

for

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in

Junior High School

Home Economics
and
Industrial Arts

Division of Vocational Education
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1971

FOREWORD

The specific purpose of this curriculum guide is for utilization in industrial arts and home economics classes as part of the junior high phase of the SPAN Project - An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students. This exemplary project in Vocational Education is funded under Part D of Public Law 90-576, Project Number 0-361-0115 and Contract Number OEC-0-70-5181.

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INTRODUCTION

This curriculum guide is designed to assist the teacher in providing accurate occupational information to pupils so that they will be aware of the employment opportunities that are available to them and can select those high school courses that will prepare them for gainful employment.

Dr. Paul Briggs, superintendent of schools in Cleveland, has stated that a high school should have only two exits - one to higher education and the other to employment. The rationale for us who are primarily concerned with the junior high school pupil would be that there is only one exit from junior high school to high school. It is therefore, believed that an effective occupational orientation program in the junior high schools will close all exits except the one to high school. The middle school phase of Project SPAN proposes to help make the transition between junior high school and high school.

ORGANIZATION

This unit in occupational orientation is for junior high school students enrolled in industrial arts and home economics classes. Approximately three weeks may be allowed for this unit exclusively. However, various phases of the unit may be integrated into the current industrial arts and home economics curriculum. For example, as a culminating activity of the child care unit in home economics, the students may study job opportunities in the area of child care. Likewise, the industrial arts teacher may introduce or culminate a unit in woodwork by permitting the students to explore occupations in carpentry and related crafts. The laboratory activities suggested in the lesson guides are designed for ninth grade classes in home economics and industrial arts.

Guidance counselors and home room teachers may use parts of the unit for vocational and educational counseling and home room guidance. The unit is developed so that each part may be taught singularly.

SCOPE AND SEQUENCE

The teacher may use the curriculum guide in this unit in the sequence in which it is written or it may be adapted to the classroom situation.

The unit will cover the following concepts:

Orientation to the world of work
Understanding of self and others
Home economics related occupations
Occupations in distribution
Health occupations
Occupations in trades and industry
Office occupations

The ultimate purpose of this un[illegible] to provide learn[illegible]

1. Foster the development of personal traits, attitud[illegible] that are necessary to success in the world of work.

2. Aid in developing an awareness of relevant factors, such as abil[illegible] interests, values, goals and education and their relationship t[illegible] occupational choices.

3. Familiarize students with a wide range of occupational areas [illegible] in formulating general vocational preferences.

4. Familiarize students with specific high school courses and offer[illegible] training related to various desires, acquired skills, innate abili[illegible] and the projected demands of industry and business.

5. Help students acquire skills and the expertise that will facilitate [illegible] decision making processes.

METHODS

Success in teaching an occupational orientation course depends primar[illegible] on the degree to which it is student-centered. Each student should be allowed to analyze his interests, talents, personal traits and abilities to see how he can fit into our vast economics system. Therefore, the students need to be "involved" from the very first day and throughout every phase of the course.

Questionnaires and/or pre-test may be used at the beginning of the [illegible] "to find" where the student is. A similiar instrument may be used [illegible] end of the unit to measure the student's growth.

Case studies may be used to stimulate interest and to develop proble[illegible] solving decision making techniques.

Students love to "get into the act". Socio-dramas may be used to tea[illegible] many phases of this unit. This method along with other group activi[illegible] is especially effective with the slow learner.

In working with the advanced or accelerated students, it is desirab[illegible] give them special projects that are more stimulating. Select learni[illegible] experiences that will lead them to form concepts and generalizations independently. These students may be able to handle activities and pro[illegible] jects that require outside research, study, and problem solving.

Artistic students in the class should be given special projects that w[illegible] utilize their talent and give them a median for expressing their ideas and interest in the world of work. They may be asked to draw cartoons, set up displays, design posters, bulletin boards, and other visual aids

Primary sources of occupational information are the worker and the employer. Therefore, students should have direct, personal contact with employees and employers through personal interviews, field trips, and classroom symposiums. The students should be permitted to ask questions and discuss freely all aspects of the job.

"Learning by doing" is still considered the best educational method. Students should be permitted, when at all possible, to handle and use the tools and experience some activities of the workers. This can be achieved, to some extent, in industrial arts and home economics classes. In some cases, students may obtain part-time or summer jobs to earn money, and acquire some expertise in the world of work.

ORIENTATION TO THE WORLD OF WORK

Generalizations:

1. An appreciation of the world of work in a democratic soci[illegible] helps one to understand the vital contribution made by ea[illegible] worker.

2. Knowledge of available job opportunities tends to help individuals plan for the achievement of goals.

3. Socio-economic and technical developments are continuing to require more skillfully trained people.

4. High school and post-high school vocational training offer preparation for a wide range of occupations.

Objectives:

Upon completion of this unit the students should be able to

1. Identify three factors that affect the availability of jobs.

2. Discuss in written form or orally the value of work in a democratic society.

3. Relate in an essay the importance of vocational education as preparation for the world of work.

4. List the three primary sources of information regarding jobs.

5. Use objective criteria for examining various occupations.

6. Formulate clusters of occupations, when given a list of various jobs.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
I. Relationship of employment to society A. Factors affecting today's job market B. National, State and local employment trends	Have resource person discuss employment trends, laws, regulations related to employment.	Chamber of Commerce or Tennessee Employment Security (see appendix)
C. Implications of employment trends for workers 1. Increased education	Class discuss new industries and businesses in Memphis area and affect on the community. Example: Schlitz Brewery	
2. Increased competition of workers	Class discuss businesses and industries that have closed. Considered closing or cut down on production and their affect on the community. Example: RCA	Local newspapers
D. Benefits derived by individuals from work.		
II. Laws and regulations related to employment A. Child Labor Law B. Work hours C. Minimum wage D. Unemployment insurance and workmen compensation	Invite a person from the social security office to discuss social security.	Social Security Office Federal Office Building
	Have students get social security cards. Ask school guidance counselor to discuss child labor laws and working papers for minors.	
E. Social security 1. Purposes 2. Coverage benefits 3. Eligibility contributions	Study references to determine laws and regulations, such as licenses, certificates, etc., pertaining to certain jobs. List on chalk board.	YOUR SOCIAL SECURITY, Superintendent of Documents, U. S. Printing Office
F. Fringe benefits of employment 1. Pension-bonus plan 2. Profit sharing	Have class committee survey local businesses to find out what fringe benefits they offer. (report to class)	Businesses in the community.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
3. Vacations 4. Insurance 5. Unions	Discuss jobs which deal with "things", "people", or "ideas." How does one's personality affect choices of occupations?	"What Is A Job?" Singer Company
III. Factors affecting choice of job. A. Job preferences B. Job availability C. Job requirements D. Future prospects of job E. Nature of work F. Earnings	Define terms used in discussing occupations: white collar, blue collar, managerial service, professional, semi-professional, skilled, unskilled, clerical.	FUTURE JOBS FOR HIGH SCHOOL GIRLS U. S. Department of Labor, pamphlet 7, Women's Bureau, U. S. Government Printing Office
	Discuss kinds of education and their relationship to employability: general, vocational. Conduct a panel on the values of each.	
IV. Preparation for a cluster of occupations A. Job trends B. Job location C. Job security	Discuss the meaning of job clusters. Invite vocational teacher from local high school to speak on preparation for job clusters. Groups participate in discussion to determine advantages of preparing for a job cluster. Each student identify the job cluster in the occupation in which he is interested.	"What Are Job Families?" Singer Company
V. Entrance into an occupation A. Methods of locating a job 1. Help wanted ads in paper 2. Classified telephone directory	View film or filmstrip on getting a job. Summarize information presented.	HANDBOOK FOR [illegible] Government Printing Office Washington, 1963

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
3. Community services a. Tennessee Employment Security b. Chamber of Commerce c. Urban League d. School counselors		
B. Entrance on trial basis 1. Part-time work 2. Summer work 3. Co-op training	Interview students who have had part-time or summer jobs. Report to class how jobs were located.	
C. Methods of applying for a job. 1. Personal resume folder	Discuss contents of personal resume'.	See appendix
2. Letters of application	Have English teacher work with students on writing a sample letter of application.	MAKING THE MOST OF YOUR JOB INTERVIEW New York Life Insurance Company
3. Application forms 4. Obtaining recommendations 5. Personal interview a. Be punctual b. Dress appropriately c. Be well groomed d. Respond in a clear, concise and interested manner. e. Relax	Have pupils fill in sample application blanks from local employers. Simulate a personnel office. Have students role play the right and wrong way to behave when being interviewed.	THE JOB INTERVIEW Eye Gate House, Inc. Sample application form in appendix HELPFUL HINTS APPLICATION FOR YOUNG JOB SEEKERS South Central Bell Telephone Company
D. Job analysis	Have each student do a job analysis on an occupation in which he is interested.	Sample form in appendix

EVALUATION

1. Note students' interest in resource person's presentation and questions asked.
2. Score individual projects using an objective rating device.
3. Confer with students individually to discuss their educational plans.
4. Note students' participation in panel discussion.
5. Note students' contribution to class discussion.
6. Check students' information obtained in interviews.
7. Observe students' attitude toward work.
8. Check students' understanding of concepts and attitudes toward work in written essays.
9. Use objective tests to determine retention of information.

UNDERSTANDING SELF AND OTHERS

Generalizations:

1. As a person improves his personal qualifications and acquires skills, his opportunities for employment tend to increase.
2. Both employers and employees make contributions to the job which can result in mutual satisfaction and effective job performance.
3. When one has an accurate concept of himself, he has a sound basis for making himself employable.
4. Continuous educational and vocational plans enable one to take advantage of educational and other opportunities for increasing employability.

Objectives:

Upon completion of this unit, the student should be able to accomplish the following objectives:

1. To demonstrate, through the ability to get along with others, increased maturity, self-understanding and understanding of others.
2. To list at least five personality traits that one must acquire to be successful at school and in the world of work.
3. To demonstrate, by improved personal appearance, the importance of being well groomed and the factors that affect it.
4. To demonstrate the ability to make independent and rational decisions when analyzing case studies.
5. To discuss orally or in written form the tangible and intangible advantages of personal efficiency.
6. To identify attitudes and characteristics which contribute to success in school and on the job.
7. Make a personal educational and vocational plan based on interests, skills and capabilities.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
I. Identify personal goals, interests, and abilities	Pre-test to determine student's attitude toward self and work. Have students write an autobiography describing several factors that have influenced their lives and their plans for the future.	Sample test in appendix Filmstrip: "Who Are You?" Singer Education and Training Products
II. Employer's criteria of characteristics important to successful job performance	Have students complete open-ended statements. Example: When I finish high school I _____: In spite of my shortcomings, people like me because_____.	START GETTING THAT JOB NOW, Memphis Community Learning Laboratory
III. Employee's point of view concerning personal characteristics which contribute to efficiency and harmonious working relationships	Invite a personnel director from a local business, industry, or employment service to discuss characteristics that are important for successful job performance. Invite a worker to give his point of view on personal characteristics that contribute to efficiency and harmonious working relationships.	
IV. Characteristics of maturity that relate to employment A. Self-acceptance, understanding of basic personal needs and appropriate ways of meeting them. B. Consideration and respect for others, based on understanding C. Independent choices resulting from thoughtful exploration of alternatives; choices relating to friends, activities, time, study	Role-play conflicts between employer and employee: two or more co-workers. Divide into buzz sessions and discuss how problems could have been handled more effectively if more respect and consideration for each other had been shown by those involved. Define and discuss ethics.	BUILDING YOUR LIFE Landis, Landis

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
and use of energy		
V. Education and experiences as an opportunity for growth toward employability A. Vocational training B. Activities at school, home and in groups C. Wage earning experiences D. Acquaintances with a variety of people E. Management of personal resources 1. time 2. money 3. energy	Make a list of opportunities for vocational training in the Memphis Area.	Filmstrip: "What Good is School?" Singer Educational and Training Products
VI. Personal traits that influence employability A. Definition of personality B. Values: source and importance in determining one's future C. Independence vs dependence D. Self evaluation and self discipline E. Attitude and mental health F. Sense of humor	Class discuss what is meant by personality. Then list desirable personality traits which they admire in their friends, also list traits which employers might desire in employees, compare similiarities and relative importance in both categories. Either develop a personal appearance and attitude rating scale or use one already constructed. Students rate selves. Students analyze their rating plans which could be improved, discuss with teacher in private conference. Have students check their school attendance record, analyze from the	Sample copy in appendix

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
G. Hobby and interest H. Communication skills voice, speech, mannerisms	viewpoint of an employer, consider validity of excuses, and consider ways to improve record through habits or better health and medical care. Have students take and evaluate an interest inventory. Discuss the results in relation to vocational choice	
VII. Etiquette and ethics A. In the working world. 1. Respect and consideration for superiors 2. Respect and consideration for co-workers	Have students list two or three or a cluster of occupations they would be interested in entering and explain a few personal characteristics they will need to develop to be successful in them.	
B. The telephone C. Personal 1. At home 2. In public places 3. Social events	Role-play the correct use of a business telephone View film: "How to Use the Telephone" Make poster showing good manners in public places	FILM: "How to Use the Telephone" South Central Bell Telephone Company
VIII. Personal grooming A. Cleanliness B. Make-up (hair styles, haircuts, etc.) C. Posture and exercise D. Sleep and rest E. Clothing for various occasions F. Health	Share ideas about the meaning of "people communicate their feelings about themselves by their posture and walk." Discuss hairstyles and clothing for various occasions Review health rules learned in lower grades. Discuss how these affect success in the world of work.	Home Economics Resource Unit
IX. Management of personal resources	Have students make a time schedule, include time for study, recreation, etc. Form groups and discuss schedule.	Home Economics Resource Unit

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
A. Planning personal time schedule B. Plan for money management C. Plan for conserving energy	Make revisions if necessary. Next have students compare what they actually did with time schedule. Discuss budgeting. Using a case study of typical family in the community, set up a realistic budget. Invite a resource person to discuss methods of saving. Practice filling in deposit slips and writing checks. Have students report on types of credit.	
X. Personal assessment in relation to employability A. Assets and strengths B. Weakness and deficiencies C. Acceptance of strengths and limitations D. Explore occupational preferences 1. Identify interests 2. Analyze qualifications 3. Make tentative decisions	View film on occupational choice. Make a list of factors that affect one's choice of occupations. Each student review his interests, personality and attitude inventory. List several occupations: skilled, semi-skilled, etc., and divide into buzz sessions. Select an occupation to investigate. Locate information on the following: Physical requirements needed Personality characteristics necessary Interest and abilities and personal qualifications required View film or filmstrip on getting a job. Summarize tips presented. Each student evaluate himself in relation to information on film.	CAN I GET THE JOB? Public Relations Staff, General Motors Filmstrip: WHAT DO YOU LIKE TO DO? Singer Educational and Training Products

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
XI. **Use self-understanding to develop qualities that will lead to employability** A. Change undesirable habits B. Develop new strengths C. Expand interests D. Broaden experiences E. Improve social relationships F. Change negative attitudes G. Plan vocational training	Have students study case examples of teenagers with problems in work situations. Propose ways of meeting each problem. Have students look at specific television show and then discuss such questions as "What occupations were shown?", "What impressions did you get regarding these occupations?", "Do these impressions truly represent the facts?", "What other facts would you want before choosing one of these occupations?" Have each student make a "picture story" of a worker engaged in work he is interested in. The students may draw or clip pictures of the workers engaged in all phases of his work.	Examples in appendix

EVALUATION

Note student's reactions to resource persons.

Personality check list score.

Judge whether student's proposals for meeting problems are mentally healthy or unhealthy.

HOME ECONOMICS

Generalizations:

1. One's satisfaction in the choice of a vocation is influenced by his understanding of the related occupations.
2. Occupations differ in qualifications they require for successful performance.
3. There are socially acceptable jobs in home economics for a wide range of interests and capabilities.

Objectives:

Upon completion of the study of occupations that utilize skills and knowledge obtained in home economics courses, the student should be able to accomplish the following objectives:

1. From a list of occupations identify and classify those occupations that utilize home economics skills.
2. To discuss either in written essay or orally some personal traits and skills required for the broad areas of occupations in home economics.
3. To list the courses taught at the high school level in the Memphis area that train in home economics skills.
4. To identify the institutions, high schools and institutions of higher learning from which home economics training can be received.
5. To become aware of the demand for persons trained in home economics skills in our changing economy through the discussion of newspaper ads.

The laboratory activities suggested at the ninth grade level should enable the students to accomplish the following objectives:

1. To use acquired home economics skills to earn money for self and/or class activities.
2. To discover opportunities for part time jobs that require home economics skills and knowledge.
3. To decide if personal traits, interests, and skills meet the criteria for a major in home economics.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Occupational opportunities in home economics	Brainstorm - have students name occupations related to home economics. As students name occupations, teacher writes these on chalk board. During the course add to the list. At the end of the course compare original list with the completed list.	
	Clip help wanted ads that utilize home economics skills. Discuss the occupations in terms of educational requirements, personal traits, nature of work and opportunities for advancement.	Commercial Appeal Memphis Press Scimitar Tri-State Defender
Job success	As a class project make a scrapbook of successful people in the area of home economics. This should include people at all levels, professional to semi-skilled.	"What's New in Home Economics" "Forecast for Home Economics" "Ebony Magazine"
	Invite skilled and semi-skilled workers who use the various home economics skills and knowledge to the class to talk about their work.	
Job requirements	Have students develop an interview form: each student interview one worker in her community who used home economics knowledge and skills in her work. Report findings to class.	
Educational requirements	Show films and filmstrips on specific occupations related to home economics which require varying levels of vocational-technical and professional preparation.	"It's An Exciting Career--Home Economist in Business" (with record) J. C. Penney Co.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
	Take a field trip to the nearest vocational high school. Observe the various home economics classes. (Note: Teacher make arrangements with home economics teachers in the high school to make the trip a special treat.)	"New Horizons in Food Service Careers" National Restaurant Assoc.
	Take a field trip to businesses and institutions employing people working at all levels in jobs using home economics skills and knowledge. Follow-up field trip with a discussion of the importance of the job that is being done at all levels: semi-skilled, skilled, technical and professional.	
	Have students make mobile showing job opportunities in home economics.	Line diagram of home economics opportunities (page 20)
Job descriptions	Have each student draw a cartoon or make line drawings representing a worker in the area of home economics. Write a brief description of his job. Use these to make transparencies for use on the overhead projector.	
	Have students read and discuss comic books describing occupations in the area of home economics.	
	Have a student committee plan and set up a "Career in Home Economics" display in the school's showcase or main foyer.	See appendix

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Personal interests and traits	Discuss home economics occupations which deal with "things", "people", or "ideas." How does one's personality affect the choices of occupations in these categories?	
Job classes	Play a game - have students name as many home economics occupations that they can think of which would fall under the following headings: "white collar", "blue collar", "managerial", "service", "professional", "semi-professional", "skilled", and unskilled".	Dictionary of Occupational Titles
Job advancement	Select a typical entry occupation in the home economics area for a girl with a high school education. Figure the anticipated lifetime income of the individual. Compare the figures for anticipated lifetime income of an individual with specialized skill in an area of home economics. Example: compare salary of cook's helper with that of cook.	
Part-time work	Identify home economics related part-time and summer jobs. List steps in securing jobs.	
	Collect and display newspaper items and/or magazine articles concerning home economics related occupations.	Local newspapers, professional and women's magazines

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Job titles	Play "What's My Line" with job titles related to home economics. Discuss the meaning of job clusters or families.	
Job clusters or families	Invite a personnel representative to speak on preparation for job clusters or families. Participate in group discussion after presentation to determine advantages of preparing for job clusters. Identify job clusters in home economics.	Tennessee Employment Security

ACTIVITIES FOR NINTH GRADE LABORATORY CLASSES

FOODS:

Plan and prepare tasting tea. Invite faculty, parents and friends. Let class decide on admission fee.

Simulate a tea room. Invite faculty, parents and friends to buy lunches.

Offer to cater parties for school clubs and faculty groups.

Individual students or student groups bake and sell holiday cookies and/or candy to faculty members and parents in the community.

CHILD CARE:

Simulate a child care center in the home economics department. Invite faculty members and parents in the community to bring pre-school children for one or two weeks.

Students babysit for neighbors. Keep accurate record of earnings and report to class.

Visit local child care center. Arrange to talk with workers about their jobs.

CLOTHING:

Make Christmas or other holiday gifts for sale.

Alter hemlines for faculty members or women in the neighborhood.

Cuff pants for men on the faculty or in the community.

Make scarves, vests and other accessory items to sell.

EVALUATION

At the end of the course each student should be able to discuss intelligently each home economics related occupation that is listed on the chalk board.

Note student's special occupational interests for guidance purposes.

Quiz students objectively to determine their knowledge of terms.

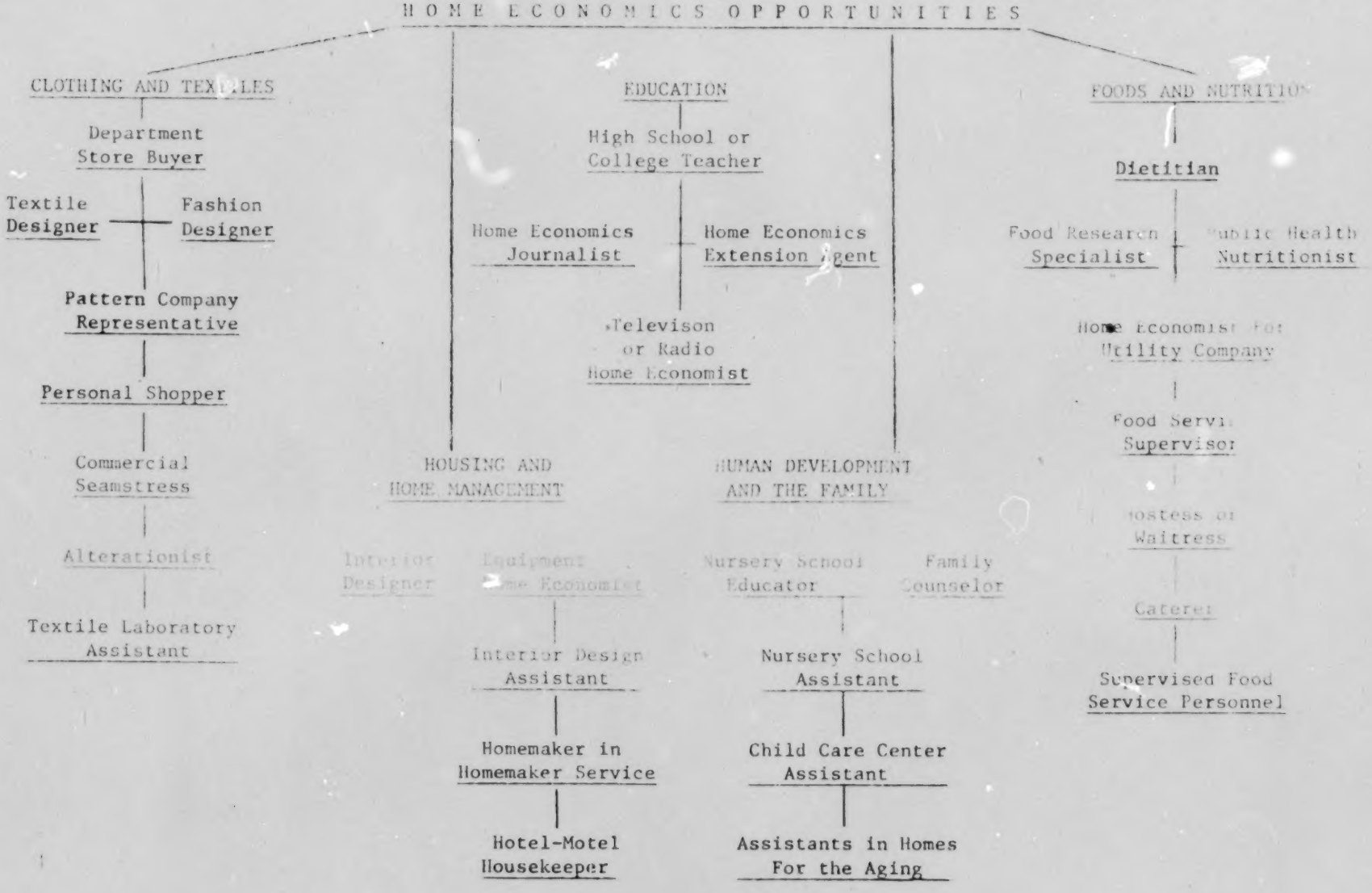
Observe committees at work and note individual contributions.

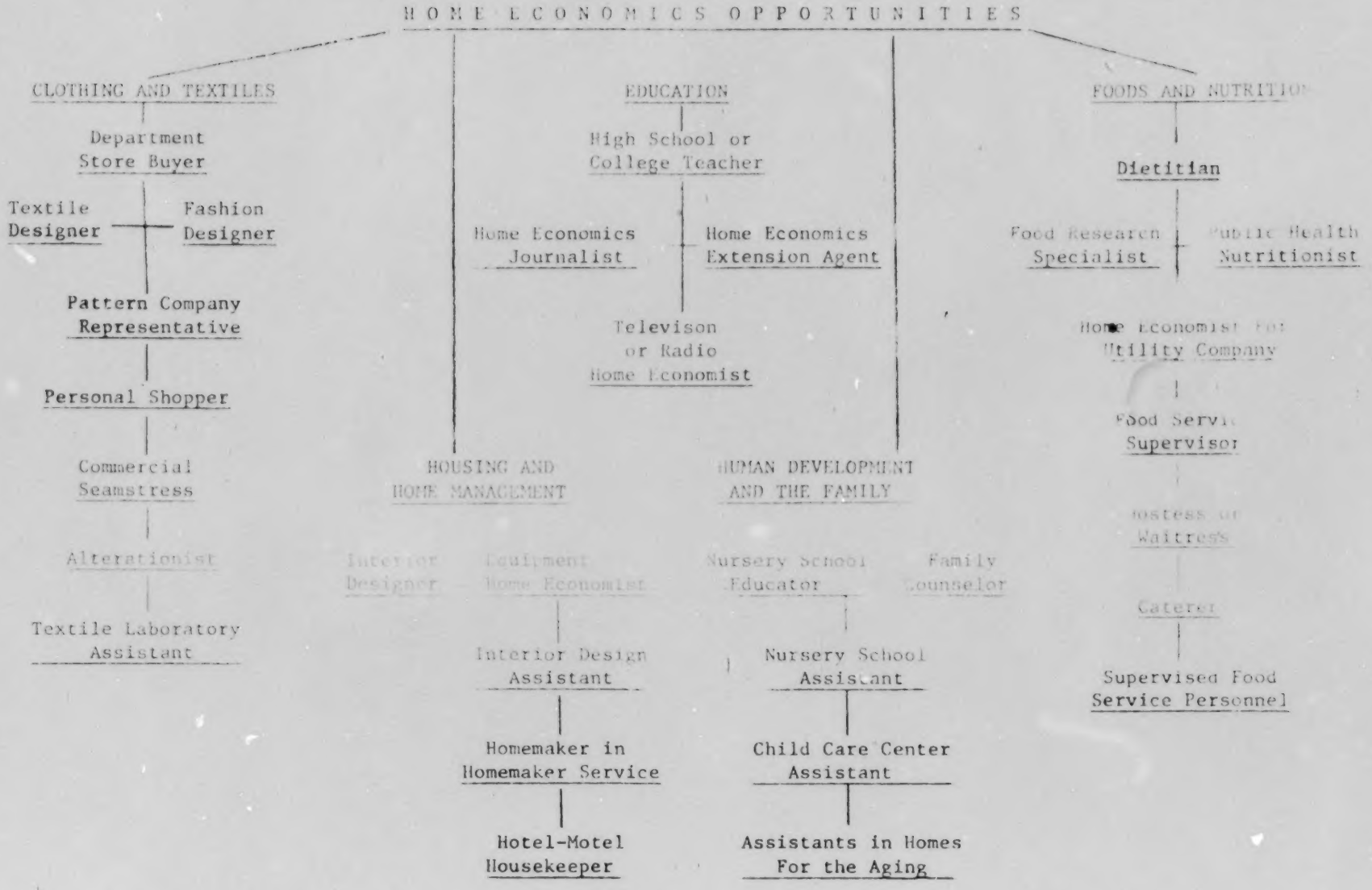
Confer with students individually to discuss their projects and educational-vocational plans.

Observe student's reactions to the presentations of resource people.

Check written information obtained in personal interview.

Observe interest and questions asked at interviews, symposiums and on field trips.


HOME ECONOMICS OPPORTUNITIES
CLOTHING AND TEXTILES
Department Store Buyer
Textile Designer
Fashion Designer
Pattern Company Representative
Personal Shopper
Commercial Seamstress
Alterationist
Textile Laboratory Assistant
EDUCATION
High School or College Teacher
Home Economics Journalist
Home Economics Extension Agent
Televison or Radio Home Economist
HOUSING AND HOME MANAGEMENT
Interior Designer
Equipment Home Economist
Interior Design Assistant
Homemaker in Homemaker Service
Hotel-Motel Housekeeper
HUMAN DEVELOPMENT AND THE FAMILY
Nursery School Educator
Family Counselor
Nursery School Assistant
Child Care Center Assistant
Assistants in Homes For the Aging
FOODS AND NUTRITION
Dietitian
Food Research Specialist
Public Health Nutritionist
Home Economist For Utility Company
Food Service Supervisor
Hostess or Waitress
Caterer
Supervised Food Service Personnel


HOME ECONOMICS OPPORTUNITIES
CLOTHING AND TEXTILES
Department Store Buyer
Textile Designer
Fashion Designer
Pattern Company Representative
Personal Shopper
Commercial Seamstress
Alterationist
Textile Laboratory Assistant
EDUCATION
High School or College Teacher
Home Economics Journalist
Home Economics Extension Agent
Televison or Radio Home Economist
HOUSING AND HOME MANAGEMENT
Interior Designer
Equipment Home Economist
Interior Design Assistant
Homemaker in Homemaker Service
Hotel-Motel Housekeeper
HUMAN DEVELOPMENT AND THE FAMILY
Nursery School Educator
Family Counselor
Nursery School Assistant
Child Care Center Assistant
Assistants in Homes For the Aging
FOODS AND NUTRITION
Dietitian
Food Research Specialist
Public Health Nutritionist
Home Economist for Utility Company
Food Service Supervisor
Hostess or Waitress
Caterer
Supervised Food Service Personnel

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
PROFESSIONAL			
Dietitian	Plans nutritious, appetizing meals. Plans modified diets for medicine treatment. Supervises food service personnel. Arrange for buying of food, equipment supplies. Formulate departmental policies. Instructs patients on requirements of diet Teach medical students. Participate in research projects	Minimum: Bachelors degree with major in foods and nutrition or institution management. Registered dietitian Bachelors degree plus twelve to eighteen month internship.	Interest in and aptitude for the sciences. Ability to organize and implement programs. Ability to work well with others.
Teacher	Instructs classes in food, nutrition, clothing, textiles, child development, family relations, home furnishings, consumer education, home management.	Bachelors degree in home economics	Ability to work with people of various standards of living and background. Have capacity for leadership. Good grooming, poise, and an interest in people.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Home Economist in Business	Develops, uses, and cares for specific home products. Research and test products. Prepare advertisements and booklets with instructional material. Plan, prepare, and present T. V. and radio programs. Serve as consultants. Study consumer needs and help manufacturers translate these needs into useful products. Work for pattern companies, department stores, etc.	Same as above	Same as above
Home Demonstration Agent (Extension service)	Conducts adult education programs for women and 4-H Club programs for girls	Same as above plus a masters degree to become a specialist.	Interested in people and able to understand, work with, and communicate freely with them.
Home Economist in Research	Study the buying and spending habits of families and develops budget guides. Research on space travel, working on such problems as food needs in outer space.	Bachelors degree plus masters degree and sometimes a doctorate degree in a special area.	Same as above plus aptitude for math and science.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Home Economist in Health and Welfare	Acts as advisor and consultant on household budgets and improved homemaking. Supervise or train workers who proved temporary or part time help to household disrupted by illness.	Same as above	Relates well to people. Has empathy and possesses leadership qualities. Good grooming and poise.
Journalist	Writes copy on home economic subjects for newspapers, magazines, radio and television.	Bachelors degree in home economics, well versed in grammar and the mechanics of English expression. Typing ability is important.	Relates well to other people. Curious, observant, and tactful.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
TECHNICAL			
Work in Test Kitchen	**Assists in the development of new methods of food preparation. Prepares and arranges food displays for advertisement.**	**One or two year course in an area vocational technical school or in a community college and may lead to Associate Degree.**	
Operator of Day Care Center	Works, plays with children. Guides and explores with them. Looks after physical needs.	College education is recommended. However, shorter periods of preparation may be obtained at many junior colleges.	Understanding, imagination, ingenuity, and a great deal of patience. Good health.
Executive Housekeeper	Supervises work activities of cleaning personnel in hospitals, hotels, etc. Inventories stock and investigates complaints.	High school education plus specialized training in an area vocational technical school or in a community college.	Ability to get along with people. Has leadership ability.
Equipment Demonstrator	Demonstrates textile products, food preparation, and operation of equipment.	Same as above	Communicates well. Gives neat well-groomed appearance.

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	simple painting, drawing handwork, songs, etc. Directs children in eating, resting, and toileting, maintains discipline. Serves meals and refreshments to children.		
Dressmaker	Makes women's garments, such as dresses, coats, suits, according to customer specification and measurements. May draft standard pattern according to measurements of customer and adapt pattern to obtain specified style. May make garment according to picture furnished by customer.	High school and post high school courses in clothing and textiles. Post high school training at area technical school. On the job experience.	Artistic talent and creative imagination. Works well with hands. Tactful, relates well to people. Works with precision and accuracy.
Seamstress	Makes, alters, and repairs garments according to pattern or customer specifications. Repairs defects in garments, linens, curtains, and draperies. Rebinds cleaned blankets by hand or machine.	High school and/or post high school courses in clothing and textiles. Post high school training at area technical school. On the job experience.	Works well with hands. Good vision. Works with precision and accuracy.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
Visiting Homemaker	Works in homes as needed to perform household duties for the ill, handicapped or disabled. Usually is employed by a welfare agency.	Same as above	Pleasant personality. Gets along well with people.
Curtain or Drapery Maker	Makes draperies and curtains according to specifications.	Same as above	Works well with hands.
Food Service Assistant	Assists and supervises food service in schools, hospitals and other institutions. May be responsible for inventory and replenishing stock.	High school diploma with major in home economics. Specialized courses at area vocational school.	Pleasant personality Works well with hands
Home Furnishing Assistant	Assists with the making of custom home furnishings as draperies and slip covers.	High school diploma with major in clothing services.	Dependable. Follows instructions well. Works well with hands.
Window Decorator	Assembles prop and signs and arranges according to plans.	High school diploma with courses in home economics and art. Specialized courses at post high school level at area technical school.	Imaginative and creative. Skillful; dependable.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
Caterer	Plans details of menu with client. Plans arrangement of tables according to space available to facilitate service. Gives instructions to personnel engaged in preparing and serving food. May arrange for entertainment and decorations.	High school training in home economics and specialized classes at post high school level through an area technical school.	Ability to get along with people; creative with lots of imagination, innovative and dependable.
SEMI-SKILLED			
Child Care Aide	Helps care for children including handicapped and other children needing special care in an institution or school where special training is provided. Helps children with dressing, with transportation to classes , rooms, meals, etc., and other personal needs. Under professional supervision, she may assist with training and/or therapy.	High school education with major in home economics.	Pleasant personality. Understanding and a great deal of patience. Can deal effectively with emergencies.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Clothing Alterer	Alters and repairs ready to wear clothing.	High school education with major in clothing service.	Pleasant personality. Works with precision and accuracy.
Food Service Worker	Take customers food orders, serve food, make out bills, and sometimes collect money. Clear and clean tables. May prepare salads and beverages, replenish supplies and set up table service.	High school graduates are preferred by most employers.	Good physical stamina, congenial temperament, patience, and the desire to please. Neat and immaculately clean.
Clothing Service Aide	Does minor clothing repairing. May press, fit, and assist with making of clothing.	High school education with major in clothing service.	Pleasant personality Works with precision and accuracy.
Companion to Elderly	Does light housekeeping duties. Serves meals, may read, dress, and otherwise serve the elderly.	High school education preferred with major in home economics.	Relates well to others. Is versatile, patient and dependable. Has good health.
Housekeeping Aide	General cleaning duties in hotels, hospitals, etc. Duties include emptying trash, making beds, dusting, vacuuming.	High school education with major in home economics.	Good physical stamina. Congenial, friendly, and patient temperament. Has initiative and integrity.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Cook's Assistant	Assist in the preparation of food in hospitals, restaurants and other institutions. Cleans kitchen.	High school education preferred with major in food service.	Works well with others. Follows instructions well. Has good health.

SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Cosmetologist or beautician	Performs personal services for customers to aid them in the improvement of their personal appearance. Primarily, the personal services rendered are concerned with the care and treatment of the hair, skin and nails.	High school education strengthens chances for success. Beauty culture training in private or vocational school.	Pleasant personality, liking for people, good manual dexterity.
Cooks and chefs	Cooks and chefs are employed in the preparation and cooking of food, usually in large quantities. They may be responsible for food purchasing, estimates of consumption, menu planning, and price rates. Cooks may be specialists in some one particular type of food preparation. Chefs are responsible for supervising and overseeing staffs of cooks and kitchen helpers.	High school education asset. Courses in vocational school. On-the-job training.	Keen interest in food preparation. Patience with themselves and others, works well with many types of people. Hand and finger agility. Good memory, artistic, creative.
Waiters and Waitresses	Take orders for and serve food and beverages, make out customers food checks, and some serve as cashiers in the smaller food establishments.	High school education preferred. Courses in home economics and food service are assets.	Congenial, patient, and desire to please, neat and clean.

SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Building custodians	Responsible for the upkeep and maintenance of hotels, hospitals, office buildings, apartments and other buildings. Their jobs include the responsibility that heating and ventilating equipment function properly, that the building is kept clean and orderly, and they attend to many other tasks that maintain a building in good condition.	High school education preferred with courses in shop. On-the-job training.	Good physical health, good manual dexterity.
Shoe repairmen	Repair worn heels and soles, broken straps, and torn seams of all types of shoes. Restyle shoes by attaching ornaments. Highly skilled craftsmen may design, make, or repair orthopedic shoes in accordance with the prescription of orthopedists on podiatrists. They may also mend handbags, luggage, tents, boat covers, and other items made of leather, rubber or canvas.	Shoe repair course in vocational school. On-the-job training.	Good manual dexterity.

CLERICAL AND RELATED OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Electronic computer operating personnel	Operate computers and other types of machines used in electronic data processing.	High school diploma and in some instances, a college degree. Data processing courses at vocational school.	Good manual dexterity, mathematical ability, the ability to think and reason logically. Must be alert, able to work with extreme accuracy, and pay attention to the smallest details. Patience is a valued asset for these jobs.
Office machine operators	Office machine operating personel are clerical workers who operate various kinds of business machines.	Graduation from high school is a minimum requirement. Business arithmetic and some knowledge of typing is helpful. Special courses in office machines in high school or post high school at area vocational school.	Finger dexterity, eye-hand coordination and good vision. Some mechanical ability.
1. Billing machine operators	Use machines that both type and add while preparing statements relating to customer's purchases.		
2. Bookkeeping machine operators	Use office machines that record all the financial transactions of a business.		
3. Adding and calculating machine operators	Use manual and electrically operated machines to make the computations needed in preparing payrolls and invoices, and in doing other statistical work.		

CLERICAL AND RELATED OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
4. Mail preparing and mail handling machine operators	Run automatic equipment which handles incoming and outgoing mail.	Same as above	Same as above
5. Duplicating machine operator	Handle equipment which produces copies of typewritten, printed, and handwritten documents more quickly and/or inexpensively than is possible by typing.		
Operators of tabulating machines and related equipment	Run machines designed to sort and count large quantities of accounting and statistical information.		
Keypunch operators	Use machines similiar to typewriter, to punch holes in the cards in such a position that each hole can be identified as representing a specific item of information.		
Sorting machine operator	Run the punched cards through sorting machines which automatically separate the cards according to the location of the holes and arrange them in any desired order.		

CLERICAL AND RELATED OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Receptionists	Receive and give information to customers and other people who call. Determines the nature of each caller's business, and then directs him to those in the office who may be able to help him. Some may handle other office tasks, such as telephone inquiries, type, and sort and open mail. Also filing, keeping books or petty cash accounts may be among their additional responsibilities.	High school diploma, business courses, English, spelling, typewriting, elementary bookkeeping and business practices, are assets for a beginner.	Pleasant manners and an even disposition, attractive personal appearance, pleasant speaking voice, good judgement, punctuality, and the ability to communicate information accurately.
Cashiers	Receive the payments made by customers for goods and services. Apart from these, duties may vary according to where they work. The job title of a cashier is usually dependent on the type of place of employment. In supermarkets they may be called checkout clerks or grocery checkers, in utility companies they may be called bill clerks or tellers. In theaters they may be called ticket sellers or box office cashiers.	High school graduate. High school students may find that courses in bookkeeping, typing, business machine operations, business arithmetic and related areas are assets in developing specific job skills. Academic training and practical experience may be obtained through distributive education in high school.	Personal appearance and attitude are important. Pleasant congenial disposition, tact, and diplomacy accompanied by a smile, are real personal assets. Should possess aptitude for accuracy in mathematical computational work, hand-eye coordination and finger dexterity.

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	Cashiers must usually keep very accurate records of amounts of money transacted during work shifts so that end-of-the-day balances can be computed. In some places the cashiers prepare the bank deposits for the management.		
Shipping and receiving clerks	Keep track of goods transferred from one place to another by wholesalers, manufacturers and other business firms. They prepare the invoices and other shipping forms needed, look up freight and postal rates, record the weight and cost of each shipment, and check to see that the shipment is properly addressed. They also keep records of the date and other details associated with each shipment.	High school graduates are preferred for beginning jobs in shipping and receiving departments. Business arithmetic, typing and other high school business subjects are helpful in preparing for the work. Distributive education helps to prepare students for this field.	Dependability, good judgement, aptitude for mathematical computation, to perform detailed work, good memory. Read well, write well, even temperament, patience, and ability to work well and get along with others. Good eyesight and hearing. Good physical condition.

CLERICAL AND RELATED OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Secretaries stenographers and typists	All are employed in the clerical field in jobs which are defined as "office work" occupations. Many areas of specializations are possible in this field, such as those of court stenographer, legal secretary, and clerk typist. The area of specialization usually defines the job duties. Business operations are greatly dependent upon the efficiency, productivity, and responsibility of the clerical worker. Stenographers, in addition to taking dictation and transcribing, may have various other duties, such as typing; operating addressograph, adding, duplicating, or photograph machines; answering telephones; performing receptionist's duties. Secretaries may perform some stenographic duties, however, they are responsible for numerous other routine office procedures and tasks. They may answer telephone, arrange appointments, distribute and answer mail, handle confidential business records, arrange business	High school education and in many instances advanced technical training in order to perform at a sufficiently high level of competency. High school courses in typing, shorthand, and business English are essential.	Clerical, mathematical and grammatical abilities. Good reading comprehension and spelling skills, as well as hand and finger dexterity. Some handicapped workers may perform well in this area. Pleasant disposition, ability to work with others. Neat attractive appearance and good taste in personal attire. Initiative, responbility, dependability, integrity and a sense of ethics and good judgment.

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
	entertainment details and they may take care of detail travel arrangements. Secretaries may be in charge of other clerical workers. Typists are generally employed with typing as their main responsibility. Clerk typists, in addition to typing duties, perform other types of general office work, such as the sorting of mail, filing, answering the telephone and other duties as the job demands.		
Telephone operators	Aid persons using telephone services, as well as other telephone operators. Various types of telephone operators are employed, including long distance, and private branch exchange (PBX) operators..	Women who have completed high school are preferred.	Normal dexterity, clear speaking voice, tact, patience, a desire to work with others and a pleasant speaking voice.

HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
Physicians	Physicians diagnose diseases and treat people who are ill or in poor health. In addition they are concerned with preventive medicine and with the rehabilitation of people who are injured or ill.	Three to four years of college training. Four years training in medical school and 1 year internship. To become a specialist, physicians must spend from 2-4 years in advanced hospital training.	Above average intelligence, and an interest in science. Good judgment, able to make decisions in an emergency and emotionally stable.
Dentists	Look for and fill cavities in the teeth, straighten teeth, take x-rays of mouth and treat gum diseases. Dentists also extract teeth and substitute artificial dentures especially designed for the individual patient.	Two years of predental college work followed by 4 years of professional dental school training.	Manual skill and high level of intelligence. Good visual memory, excellent judgment of space and shape, delicacy of touch, and a high degree of manual dexterity, as well as scientific ability, a liking for people and good busine sense.
Dental Hygienist	Work under the supervision of a dentist; clean teeth, polish teeth and massage gums. Chart conditions of decay and disease for diagnosis by the dentist. Take and develop x-rays, mix filling compounds, apply solutions to the teeth for control of dental decay. Provide dental health education.	Graduation from an accredited dental hygiene school. Most schools provide a 2 year certificate or associate degree program. Some have 4 year programs leading to a bachelor's degree.	Ability to work well with people, patience, manual dexterity, and attentiveness to details.

HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Dental laboratory technician	Make artifical teeth, crowns, bridges, and other dental and orthodontic appliances prescribed by dentist.	High school diploma is an asset. Courses in art, ceramics and pottery, sculpturing, blueprint reading, plastics, and metal working are helpful. On-the-job training.	High degree of manual dexterity, good color perception, patience and a liking for detailed work.
Dental assistant	Work with dentists as they examine and treat patients. The assistants make patient comfortable, obtains records, hands proper instruments and materials to dentist. May prepare impressions and restoration materials for the dentists use. They sterilize and care for dental instruments.	Post high school dental assistant program in vocational and technical school, usually requiring one year of training.	Ability to work with others; patience, manual dexterity, and attentiveness to details; follows instructions well.
Registered nurses	Tend the sick and injured, using procedures requiring prescribed education, experience, and skill. May undertake any one of many specific jobs which answer the varied needs of patients. She may perform principally administrative duties as a head nurse, or concern herself with community education and disease prevention as a public health nurse. Or, she may work as an industrial nurse, private nurse, or doctor's office nurse.	Three year course provided by a hospital or four year course offered by a college or university. High school courses that are an asset are science courses, English, mathematics, and speech.	Good health and stamina. Even temperament and ability to keep head in emergencies. A liking and resp . for all people.

HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Licensed practical nurse	Assist in the care, treatment and convalescence of physically and mentally ill persons. Work under the direct supervision of professionally trained medical personnel.	High school diploma. Practical nursing program is offered at vocational technical school.	Desire to be of service to others; emotional stability; even temperament; great patience; understanding; tact; maturity and sound judgment.
Auxiliary nursing workers	Perform unskilled jobs around the hospital in the care of the ill and the care of equipment used in the hospitals. Work may include bathing patients, watching over the care of a ward, running errands, delivering messages, moving equipment, etc.	High school education is an asset. On-the-job training.	Same as above
Medical laboratory workers 1. Medical technologists	Perform chemical microscopic, and bacteriological tests and procedures Make laboratory tests of urine, blood, animal parasites, infections, and animal inoculations.	High school education with science courses and mathematics Three years of college in addition to a 12 month program in a school in medical technology.	Accuracy, patience, dependability, and the ability to work under pressure. Manual dexterity and good eyesight above average scholastic aptitude is also necessary.

HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Medical laboratory assistants	Assist the medical laboratory technologists by performing simple, routine tests and related work that can be learned in a relatively short time.	High school education with emphasis in mathematics and science. Laboratory assistants program in vocational school.	Accuracy; dependability; and ability to work with others. Manual dexterity.
Medical laboratory technician	Perform tasks that require, in general, a higher level of skill than is required for certain routine work done by assistants but which do not involve the technical knowledge of the highly trained technologists.	One or more years of post high school training in college or private school which offer 12-18 month programs.	Same as above
X-ray technicians	Operate x-ray equipment under the direction of physicians. Use x-ray equipment to take pictures of internal parts of the body which the doctor wishes to examine.	High school education with courses in physics, mathematics, chemistry, biology, and typing are desirable. x-ray training program in hospital or medical school.	Work well under supervision, thorough, accurate, cordial, flexible, and moderately assertive.
Inhalation therapists	Sets up and operates various types of oxygen equipment to administer oxygen and other gases to patients. Relays to attending nurse, physicians prognosis and instructions for procedure in event of adverse symptoms.	High school education with courses in mathematics and science. Twelve month inhalation therapy course at vocational school.	Same as above

INDUSTRIAL ARTS

Generalizations:

1. One's satisfaction in the choice of a vocation is influenced by his understanding of the related occupations.

2. Occupations differ in the educational and personal qualifications they require for successful performance.

3. There are socially acceptable jobs in trades and industry for a wide range of interests and capabilities.

Objectives:

Upon completion of this unit, the student should be able to accomplish the following objectives:

1. Identify clusters of occupations in industrial arts, trades and industry, and state the educational requirements and personal characteristics required for success in these areas.

2. List vocational courses taught in the vocational/technical high schools in the Memphis area.

3. To identify schools, high schools and institutions of higher learning from which vocational/technical training can be received.

4. To become aware of the demand for craftsmen in our changing economy through the discussion of newspaper ads.

5. To develop a personal educational/vocational plan based on interests, capabilities and personal traits.

The lab activities suggested at the ninth grade level should enable students to accomplish the following objectives:

1. To use acquired knowledge and skills to earn money for self and/or class activities.

2. To discover opportunities for part-time jobs in business and industry.

3. To decide if personal traits, interests and skills meet the criteria for becoming a skilled craftsman.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Occupations in industrial arts	Brainstorm: Have students name as many occupations as they can. As students name the occupations, teacher writes these on chalkboard.	
Personality and interests affect choices of vocation	Classify the occupations listed on chalkboard as to those which deal with "things," "people," or "ideas." Discuss how one's personality affects the choices of occupations in these categories.	Refer to occupational clusters
Occupations are classified according to the skill and ability required	Classify the occupations under the following headings: "white collar," "blue collar," "managerial," "service," "professional," "semi-professional," "skilled" and "unskilled."	
A cluster of jobs require similar knowledge and skills	View film strip, "What Are Job Families." Discuss filmstrip. Have each student select a job family or cluster of occupations. List all the occupations in the selected cluster. Arrange the occupations from lowest level (entry occupation or apprenticeship) to highest level of advancement.	Filmstrip: "What Are Job Families" Singer SVE
	Using the local newspaper, clip all the help wanted ads that would utilize skills and knowledge acquired in industrial arts or technical courses. Discuss the newspaper ads in terms of educational requirements, personal traits, nature of work and opportunities for advancement.	Commercial Appeal Memphis Press Scimitar Tri-State Defender
	As a class project, make a scrapbook, using trade magazines, industrial newsletters, and journals, of successful people in industrial arts.	Ebony Magazine

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Occupations differ in educational requirements	Show filmstrips of occupations using skills that may be acquired in industrial arts and/or vocational courses. Discuss the educational and physical requirements necessary to obtain the job.	Job Attitudes (see appendix)
Occupations differ in physical requirements	Have students read and discuss comic books describing occupations related to activities in industrial arts courses.	"The Job Scene" series
Knowledge about jobs aids in recognition of job opportunities	Have each student draw a cartoon or make line drawings representing a worker in industrial arts. Write a brief description of his job. Use these to make transparencies for use on the overhead projector. Have a student committee plan and set-up a "Careers" display in the school and/or at community fairs.	
Generally, education or training determines income.	Select a typical unskilled occupation related to activities in industrial arts courses. Figure the anticipated lifetime income of the worker. Compare with figures for anticipated lifetime income of a worker with a specialized skill. (Example: Compare income of a construction laborer with that of a journeyman carpenter.)	Occupational Outlook Handbook, U. S. Dept. of Labor
Vocational classes train for occupations	Take a trip to the nearest comprehensive high school. Observe the vocational classes.	

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Sources of occupational information. Satisfaction of different work roles	Invite skilled and semi-skilled workers to the class to talk about their work. Invite business and industrial leaders to the class to talk about their businesses and industries.	Director of Black Businesses Chamber of Commerce
	Have students develop an interview form; each student interview one worker in the community. Report findings to class.	
Part-time jobs help in making vocational choice	Identify part-time and summer jobs. List steps in securing jobs.	
Jobs at all levels are essential	Take field trips to businesses and industries, follow-up field trips with rap sessions on the importance of the job that is being done at all levels - semi-skilled, skilled, technical and professional.	See appendix for list of businesses and industry
Vocational choice determines educational choice	Have each student make an educational-vocational plan.	Directory of Black Businesses Chamber of Commerce

EVALUATION

At the end of the course each student should be able to discuss the job clusters in trades and industry and state generally the knowledge, skills, and personal traits necessary for success in the various occupations.

Observe students' special occupational interests for guidance purposes.

Test students objectively to determine their knowledge of occupational terms.

Observe students at work in committees and note individual contributions.

Observe students' reactions to the presentations of resource people.

Check written information obtained in interviews.

Observe interests and questions asked at interviews, symposiums and on field trips.

Confer with students individually to discuss their projects and educational-vocational plans.

OCCUPATIONS IN MECHANICS AND REPAIRING

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Air conditioning and refrigeration repairmen	Install, maintain, and repair equipment and accessory units used for conditioning air and cooling water on customer's premises.	High school education with courses in machine shop, mechanical drawing, mathematics and physics. Apprenticeship or on-the-job training.	Mechanical aptitude. Good physical condition. Tactful, courteous and neat.
Appliance servicemen	Install and service all types of electrical and gas appliances, such as washing machines, refrigerators, kitchen ranges, and vacuum cleaners in customer's house or establishment.	High school education with knowledge of physics and electricity. Vocational or technical school training or service school sponsored by manufacturers.	Must be able to work independently. Mechanical aptitude, manual dexterity, normal vision and hearing, patience and strength.
Automobile mechanics	Service and repair mechanical, electrical, and body parts of passenger cars, trucks, buses, and other types of gasoline powered equipment. After making the necessary inspections and tests to determine the causes of faulty operation, he then repairs or replaces defective parts to restore the vehicle to proper operating condition.	High school education with some understanding of automobile construction and operation. Courses in automobile repair work which are offered in the vocational high schools and area school are very valuable. Apprenticeship or on-the-job training.	Mechanical aptitude. Ability to deal with people. Can tolerate questions and criticism. Good physical condition.

OCCUPATIONS IN MECHANICS AND REPAIRING

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Automobile body repairmen	Remove dents in body of automobile and replaces any sections of the body which requires new sheet metal, glass, and trim.	Same as above	Same as above
Business (office) machine repairmen	Inspect, adjust, clean, and repair all types of office machines such as typewriters, tabulating machines, posting and mailing equipment, and so forth. They may be able to tell what is wrong with certain machines by operating them and listening for unusual sounds, or they may take the machines apart and examine the parts to detect wear or other cause of malfunctioning.	High school education with knowledge in electricity. Post high school mechanics or electronic training for more intricate electro-mechanical and electronic equipment.	Manual dexterity. Superior mechanical aptitude. Neat with a pleasant cooperative personality. Abstract reasoning abilities.
Maintenance electricians	Maintain and keep many different types of electrical equipment in good working order principally by detecting and repairing defective equipment before a breakdown occurs.	High school education with courses in algebra, trigonometry, physics, electricity, science and blueprint reading. Apprenticeship or on-the-job training.	Good health and good color vision. Manual dexterity and mechanical aptitude. Keen sense of responsibility. Self reliance and confidence.

OCCUPATIONS IN MECHANICS AND REPAIRING

JOB TITLE	JOB WORK	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Television and radio service technicians	Service technicians are trained in the repair and maintenance of electronic equipment such as television sets, home, automobile and two-way mobile radios, phonographs, tape recorders and so forth. Most of their work involves diagnosing trouble in this equipment and making the necessary repairs.	High school education with courses in mathematics, physics, mechanical drawing, and electric shop. Basic courses in electronic theory, and appropriate laboratory experience can be obtained through technical schools, junior colleges, and vocational schools.	Average eye-hand coordination. Normal hearing and eyesight good color vision; clarity of oral expression; accuracy and neatness, patience and orderly work habits.
Technical draftsman	Prepares clear, complete and accurate working places and detailed drawings from rough or detailed sketches or notes prepared by engineers, architects and designers, to be used for engineering or manufacturing purposes, according to the specified dimensions.	High school courses in science and mathematics, mechanical drawing, wood, metal, or electrical shop. Post high school training through apprenticeship, junior college, or technical institute programs.	Average or above average in space visualization; form perception, ability to coordinate eye-hand-finger movement quickly and accurately. Good vision, no physical arm or finger impairment.
Craftsman carpenters	Perform work entailing the cutting, shaping and fastening of wood or materials such as fiber board that is treated as wood. Perform two principal jobs of constructing and repair; employ the techniques of "rough" or "finish" carpentry. Erect wooden building frames, the installation	High school graduate with courses in carpentry, drafting, mathematics and woodshop. Four year apprenticeship program.	Works well with others. Good hand, foot, and eye coordination. Good physical stamina. Good vision.

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	of interior and exterior trim, the building of concrete forms, pouring chutes, wooden scaffolds, and the laying of floors.		
Cement masons	Smooth and finish surfaces of concrete on many different kinds of construction projects ranging from floors and sidewalks to highways, dams, and missile launching sites.	Completed eighth grade with good understanding of basic mathematics, apprenticeship program or on-the-job training.	Good physical condition. Manual dexterity.
Electricians	Construction electricians lay out, assemble, install, and test electrical fixtures, apparatus, and wiring used electrical systems on construction sites.	High school education and four year apprenticeship.	Good health, good eyesight with normal color vision; above average finger dexterity and mechanical aptitude.
Bricklayers or brickmasons	Construct and repairs walls, partitions, arches, fireplaces, chimneys and other structures from brick, concrete, cinder and gypsum block, or precast panels made of brick, terracotta, tile, cement, stone, and marble.	High school education with courses in building trades. Three year apprenticeship or on-the-job training.	Good health, manual dexterity and an eye for straight lines and proportions.

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Glaziers	Cut, fit, and install plate glass, ordinary window glass, mirrors, and special items such as preassembled stained glass.	High school education with courses in building trades. Three year apprenticeship or on-the-job training.	Good health, manual dexterity.
Floor layers or floor covering installers	Install, replace, and repair resilient tile, linoleum, and other sheet goods and carpets on floors of private and public buildings.	High school education with courses in geometry, general mathematics, as well as shop courses. Two year apprenticeship program or on-the-job training.	Good health, high degree of manual dexterity. Work well with others and on his own. Like working outdoors.
Lathers	Install the support backings on ceiling, walls, and building partitions on which plaster, fireproofing or acoustical material are applied.	High school education with courses in geometry, general mathematics, as well as shop courses. Two year apprenticeship program or on-the-job training.	Good health, high degree of manual dexterity. Work well with others and on his own. Like working outdoors.
Marble setters, tile setters, and terrazzo workers	Cover interior or exterior walls, floors, or other surfaces with marble, tile or terrazzo. Craftsmen in each of these distinct trades work primarily with the material indicated by tile.	High school education with some courses in using hand tools, reading blueprints, art. Three year apprenticeship program or on-the-job training.	Good health, manual dexterity and sense of color harmony.
Operating engineers	Operate various types of power driven machines such as bulldozers, shovels, cranes, tractors, pile drivers, concrete mixers, and pumps in various industries, the most common	High school education. Three/four year apprenticeship program or on-the-job training.	Mechanical aptitude and skillful coordination of eye, hand, and foot movements. Sense of responsibility and seriousness on the job. Must be strong and healthy.

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	of which is the ever-expanding construction industry.		
Painters and paperhangers	These are two separate skills, however, many trades craftsmen do both types of work. Painters apply coats of paint, varnish, stain, enamel, or lacquer to decorate and protect interior surfaces of buildings and other structures. Paperhangers cover room interiors with decorative wallpaper, fabric, vinyls, or other appropriate materials.	High school education preferred Three year apprenticeship or on-the-job training.	Good physical condition. Manual dexterity and a good color sense. Not allergic to paint fumes or other materials us in trade.
Plasterers	Apply coats of plaster to interior walls, ceilings, and partitions of buildings to produce fire-resistant and relatively soundproof surfaces. They also work on exterior building surfaces or do ornamental forming and casting work.	High school education recommended with shop courses. Three year apprenticeship or on-the-job training.	Good physical condit High degree of manua dexterity

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Plumbers and pipefitters	Assemble, install, alter, and repair pipes and pipe systems which carry water, steam, air, or other liquids and gases for sanitation and industrial and other uses. They also install plumbing fixtures, appliances, and heating and refrigerating units.	High school education preferred with courses in mathematics, chemistry, physics and shop courses. Five year apprenticeship program or on-the-job training (license required).	Good physical condition. Mechanical aptitude. Ability to deal with people. Works well by himself or can direct the work of others.
Roofer	Apply composition roofing and other materials such as tile and plate to the roofs of buildings. They also waterproof walls, swimming pools and other surfaces.	High school education preferred, with courses in shop and mathematics.	Good physical conditions. Good sense of balance.
Stone masons	Build the stone exteriors of structures, and set ornamental and cut stone in comparatively high-cost structures such as hotels and churches.	High school education preferred with courses in general shop and brick laying and blueprint reading. Three year apprenticeship program or on-the-job training.	Good physical condition, not afraid of heights.

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
SEMI-SKILLED			
Hod carriers and construction laborers	Move bricks, concrete, mortar or plaster in a hod to bricklayers, cement finishers, plasters, or stone masons where they are at work on a construction project. Loads and unloads construction materials. Stacks materials, including small units of machines and equipment, and carries them to building craftsmen as needed.	High school educations provide a better opportunity for advancement.	Good physical condition. Must be able to follow instructions. Good coordination.

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
COMPOSING ROOM:			
Compositors Typesetters Typographers	Set or compose type by hand or machine, selecting type size or style.	High school education is required for entering composing room occupations. Compositors should have a good knowledge of spelling, grammar, and arithmetic. Also, courses in printing and typewriting and graphic arts. On-the-job training or six years apprenticeship.	Artistic sense, good eyesight, above average physical strength and a high degree of manual dexterity. Mental alertness and speed combined with accuracy, neatness, patience and the ability to work with others. Ability to distinguish colors.
Linotype machine operators or linecasting machine operators	Use keyboard to select letters and characters which are automatically molded in a line.		
Monotype keyboard operators	Operate keyboard machine to produce a perforated paper tape which is later fed into the casting machine.		

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Monotype caster operators	Feed the perforated tape into the machine which casts letters automatically as the name implies. This machine casts type individually, which facilitates making corrections without setting the entire line.	Same as above	Same as above
Phototypesetting machine operator	The phototypesetting machine looks like other type setting machines but in this process the final product is a film or photographic impression of the type, not a metal slug.		
Makeup man	This man assembles type and cuts into their final form.		
Stonehand	Locks the arranged type into position in a metal case or frame in which it is portable and safe from vibration on the printing presses.		
Proof Reader	To detect errors in composing, the proof reader compares printing samples against original copy.		

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Electrotypers and stereotypers (one of the higher printing jobs)	Both make duplicate plates of type in metal, rubber, and plastic for letterpress. Electrotypers take type forms and make metal plates through the process of electroplating. These plates are used primarily for books and magazine printing. Stereotypers use heat and pressure to make less durable plates that are used in newspaper printing.	Same as above	Same as above
Photoengravers	Make metal printing plates of illustrations and other copy that cannot be set up in type. On these plates the printing surfaces stand out in relief over the non-printing spaces.	Same as above plus courses in chemistry, physics as well as training in art.	Keen interest in photography, good eyesight and a steady hand.
Printing pressman and assistants	Perform actual printing operation. Printing pressmen "make-ready" (prepare type forms and press plates for final printing and tend the pressers while they are in operation. The duties of press assistants range from feeding sheets of paper into hand-fed presses to helping pressmen make ready and operate large and complicated rotary presses.	High school education with emphasis on art, print shop, mathematics, chemistry, and physics. Two/six year apprenticeship program.	

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
LITHOGRAPHIC OCCUPATIONS			
Cameraman	Photographs copy to prepare a positive or negative.	High school education with course in printing, art, drafting, chemistry, and physics are helpful.	Good physical condition and mechanical aptitude, good eye-hand coordination, good eyesight and color perception, artistic sense.
Lithographic artist	Working by hand, this craftsman retouches negatives.		
Stripper	Makes layouts on paper, glass or film. He arranges film or prints on flat called "stir-ups".		
Transferrer or platemaker	Exposes press plates to photographic film, then develops the plate.	Same as above	Same as above
Lithographic pressman	Installs the plate on the press, adjusts the rubber blanket that transfers the image to be printed and generally makes ready the printing presses.		

SALES OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Retail trade sales workers (sales clerks, retail clerks, or salesperson)	Assist customers with purchases by identifying their needs, demonstrating merchandising, receiving payment, recording sale, and wrapping purchase or arranging for its delivery.	High school graduates preferred. Subjects such as English, distributive education, and home economics provide good background.	Neat and well groomed, pleasant speaking voice, a natural outgoing friendliness, tact and patience.
Wholesale trade salesworkers	At regular intervals, the salesman visits buyers for retail, industrial and commercial firms, as well as, institutions. He shows samples, pictures, or catalogs listing the items his company stocks. His main objective is to persuade buyers to become regular customers of the wholesale form he represents. Some wholesale salesmen check the retailer's stock and prepare orders for items which will be needed before the next visit. They often advise about advertising, and sometimes give technical assistance.	High school education is minimum requirement. Courses in English, distributive education and home economics provide a good background. Salesmen selling technical or scientific products may need additional training.	Friendly outgoing personalities, self-confidence and understanding of human nature.

SALES OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Direct to consumer salesmen	Sell goods and services by direct, personal contact, usually in the consumers home. The seller arranges to contact the buyer in order to create a sale. Direct selling is sometimes called door-to-door selling, but not all direct salesmen ring doorbells, although that often is one of the best ways to find prospective customers.	Same as above	Same as above
Property and casualty insurance agents and brokers	Sell policies which help individuals and companies cover expenses and losses from such risks as fire, burglary, traffic accidents, and other emergencies.	High school diploma with background in economics, distributive education, and business are helpful.	Analytical mind, capacity for hard work. Resourceful, self-confident cheerful.
Real estate salesman	Executes orders from buyers or seller for the sale or rental of property. He receives listing of property for sale. Shows property to prospective buyers. Brings buyer and seller together at terms agreeable to both. Prepares formal sales contract, advises new owner regarding title search, title insurance and may arrange for a loan as a mortage against the property itself.	Minimum of high school education. Courses in distributive education are helpful. Pass real estate test.	Like people, enthusiastic, inspire confidence, good judgment, maturity, tactful, patient.

APPENDIX

CASE STUDIES IN OBTAINING AND HOLDING JOBS

CASE I.

Sandra Z. first applies at an employment service office at the age of 16. She said she needed a job urgently because she was living with her sister. When she reported to the employer and was told her wages she immediately replied that friends advised her not to work for those wages and that she wasn't interested. The employer contacted the counselor and said that he would not hire this applicant under any circumstances. Her attitude and manner were so unsatisfactory that he felt she should not be referred again.

CASE II.

Mary S., 19, is tall and attractive. She went to art school in Cleveland for half a year, was dissatisfied and quit in February. The employment office referred her to a job that did not require experience but included Saturday work. She informed the employer that she wanted Saturdays free to visit friends in Cleveland.

When given the name of the person with whom she would be working, Mary exclaimed, "Oh her! I fought with her all through high school." Needless to say, Mary did not get the job. The employer reported that he did not consider her mature enough.

CASE III.

Lenore had excellent experience as an accounting clerk, stenographer, and general office clerk. She was also an efficient typist. She was, however, quite short; her hair was long and uncombed, and her clothing loud. She was referred to a large industrial plant for a job as accounting and payroll clerk.

The personnel manager said that he wished he could employ her, but because of her appearance he feared she would not fit in with the other girls in the office. Her lack of neatness and poor taste in clothing resulted in her not being hired.

CASE IV.

Mary wanted a job with hours like those she had while attending school. The job must also be in her neighborhood; she did not want to travel downtown; the working conditions must be just right with pleasant surroundings and congenial co-workers. Mary insists on these special requirements and is still unemployed.

CASE V.

Agnes was placed with a local newspaper. Her duties were proof-reading and teletyping. After two days she quit without notice and reported to the counselor that she disliked the job because the major work was proofreading.

CASE VI

June graduated from a high school commercial course and was sent to her first job as a stenographer at $45 a week. She worked about 10 days and then quit. Her duties, she said, were too varied; she wanted more stenographic work. The counselor found her another job at the same rate of pay per week. She worked only one day because the dictation was too heavy.

NOTE: THE TEACHER CAN MAKE UP SITUATIONS TO PINPOINT IDEAS TO INDIVIDUALS IN THE CLASSROOM WITHOUT EMBARRASSING THEM OR SINGLING THEM OUT.

The following story clipped from a newspaper a few years ago illustrates how one man overcame serious obstacles to achieve his goals.

CASE I. "Expert Who Saved Many from Cancer is Dead of Same Disease"

"Dr. Grant B. Ward, sixty-one, cancer expert of Johns Hopkins University, died today of the same disease from which he had saved countless patients."

"Dr. Ward overcame a tremendous handicap to continue his career after a tumor on the spinal cord of his neck in 1942. The tumor was noncancerous but its removal cut a nerve and deprived him of the power to raise his right hand and to bend his elbow."

"Although he could still use the fingers and forearm muscles of his right arm, Dr. Ward's career as a surgeon appeared ended. But with the help of experts in appliances, together with his own determination, Dr. Ward made a steel and leather harness equipped with springs to perform actions of his useless muscle."

"To win over his handicaps, Dr. Ward developed certain special skills with his left hand. He asked for no special adjustments in the operating room, except that the table be raised to a higher level. The internationally known expert on head and neck tumors continued performing very difficult and delicate operations."

Question: What were Dr. Ward's Aspirations? What special Abilities did he develop? What Action did he take?

CASE II "The Dropout Who Came Back"

"Joe Sorrentino has 25 scars on his hands to prove that he is a street fighter. By the time he was 20, he had flunked out of high school four times, had been booted out of the Marines, and had lost 30 jobs. The second oldest of seven children, Joe always wanted to be an 'achiever', and in his neighborhood an achiever had to be handy with his fists. A veteran of more than 100 rumbles, Joe was put on probation by juvenile court after one particularly bloody street fight. When he was in his first year of probation, he flunked out of high school. Not long after he enrolled in another high school at night -- he failed there also. In a third try at high school he didn't last a semester."

"At 14, Joe had begun trying his hand at various jobs, achieving a record for failing which was 'better' than even his school career. On his first day of work at a bleach factory, he attempted to carry 10 gallons of bleach to a truck he was loading and dropped all 10.

Joe later worked in a sweater factory, where he had the embarrassing experience of being awakened from a nap by the President of the company. Another job opportunity for Joe came through a furniture company's ad in the newspaper which read: 'Want ambitious young man who seeks responsibility.' After a month of aligning wheels of teacarts, he got tired of responsibility."

"Joe enlisted in the Marines when he turned 18 but could not stand the discipline, and rebelled. He fought with recruits, rioted in the mess hall, and tried to run away. Judged an 'incorrigible' by the Marines, he was sent packing with a General Discharge. Back home, he was a hero to his old street-gang buddies. But within himself, Joe felt ashamed. At 20, he came to realize that his only chance for a better life was through education. So he went back to high school, for the fifth time, at night, working days in a supermarket. After two years, he graduated with the highest average in the night school's history."

"Despite only fair results on college entrance exams, his grades got him admitted to the University of California. At first, Joe felt he had nothing in common with the college youths who talked about summer vacation and beach parties --- things he knew nothing about. But he stuck it out and in his senior year, was elected president of the student body. After graduating with honors, Joe went back into the Marine Corps for two years, feeling that he had to make up for his past record. He did. This time he became a platoon leader, highest scorer in athletic competition, and changed his General Discharge to an Honorable one."

"In June of last year, 30-year-old Joe Sorrentino was valedictorian at Harvard Law School. Joe has received several offers to work for major U. S. law firms. Instead, he wants to serve a term as an assistant U. S. or State Attorney in California."

Questions:

1. Identify some of the attitudes and values that Joe had before he finished high school, and compare them with his later outlook on life.
2. What can we learn from Joe's case about job opportunities and the economic rewards that are available in our economic system?

CASE III.

"I'm a die designer. We draw up the prints when somebody has a bright idea for a new die. Dies are tools that are used in the plant for shaping material for machine production. They come around to the planner and ask him whether or not we should work on it. They then give it to us and we have to design a die that will compete with one that they might have had designed outside the firm."

"[illegible] that's how I got started. I came to XYZ [illegible] renticeship right out of high school. I had a friend whose father was a supervisor and this fellow started in here. In those days employment was tight and it wasn't easy to get a job, but I came in after my friend did. He told me about it and managed to get me in. But I wasn't doing tool and die work then. They started me on the assembly line. I worked on the line nights. But after I was in the plant for a while I looked around and I thought that I'd like to go into die work."

"You'd walk into the die shop and it was always so neat and clean. They clean the machines up every weekend. The floors were always clean. Well, one of the supervisors thought I could learn the work so he took me on as an apprentice. I had to take a cut in pay but it was worthwhile."

"So I started at the bottom. Along with your work on the job you were supposed to go to school at night. We started there by taking what they called a five year course. I finished it up in 2,800 hours. That meant something. They taught us all that an engineer learns, but from a practical standpoint."

"I'm always trying to do the best job I can. XYZ is my company. I'm going to stick with them until they cross me up. Until now they've been very good to me. If the work I do doesn't satisfy them, well, that's just too bad. I always do the best work I can."

"When I got back from the Army after the war I thought I should be in a higher position. I never said anything about it but one day the boss called me into his office and he asked me if I wanted to be a designer. I had never been any great shakes at drawing in school but I figured I'd have a go at it. Well, that's what I'm doing today and I'm one of eight in the whole plant. What I draw and design in eight hours makes enough work to keep production men busy for fifty or sixty hours."

"The engineers in our firm who are college graduates have to come to me to ask questions. I won't take anything away from them, they're smart. They know all about stresses and strains but when they want something done they have to come to me. That's something I'm very proud of."

Questions:

1. How would you describe this worker's attitude toward his job? Toward life?

2. Do you think this worker has achieved success? Why?

CAREER ORIENTATION - YOURSELF

Name_____ Date_____ Homeroom_____

1. The three things in life that are most important:

   A.

   B.

   C.

2. The three things I wonder about most:

   A.

   B.

   C.

3. The three things about myself I need to improve:

   A.

   B.

   C.

4. The three things I think I'm good at:

   A.

   B.

   C.

CAREER ORIENTATION - YOURSELF

Name_____ Date_____ Homeroom_____

1. The nicest thing about school is_____

_____

2. I wish teachers would_____

_____

3. To me eighth grade means_____

_____

4. To me ninth grade means_____

_____

5. Staying out of school means_____

_____

6. If something is called "school policy" it means_____

_____

7. When I finish junior high school_____

_____

8. I like to read about_____

_____

9. I would read more if_____

_____

10. My favorite recreation is_____

11. I have always wanted to be_____

_____

12. When I'm 25 I expect to be_____

_____

OPINION POLL* A Suggested Evaluation Instrument

DIRECTIONS: This opinion poll is concerned with your feelings about working situations. Check those statements with which you tend to disagree in the second column.

		Tend to Agree	Tend to Disagree
1.	Pay is the most important consideration when deciding upon a job.		
2.	If a typist gets her required work done ahead of time she should be able to leave the office early.		
3.	Being an "eager beaver" is the way to succeed on a job.		
4.	Supervisors have the right to criticize employees about their clothes.		
5.	Salespeople should be allowed to chew gum if they enjoy it.		
6.	It takes careful planning to be punctual.		
7.	Wearing metal hair clips to work is considered poor grooming.		
8.	One should attempt to establish close relationships with co-workers early in employment.		
9.	It should be permissible to make personal phone calls if work slackens.		
10.	A worker's criticism of a superior is harmless, providing it is done in private		
11.	Employees have the right to talk back to their superiors whenever they feel they have been treated unjustly.		
12.	Employees should be able to have inexpensive business supplies for personal use without feeling guilty.		
13.	Failure to notify an employer when absent from work is a major offense.		
14.	Getting along well with people is just as important as the ability to do a job well.		
15.	Griping is a harmless way of getting rid of unhealthy emotions.		
16.	Most jobs are boring.		
17.	During periods when work slackens it is wise to "look busy".		
18.	Education and training are over-estimated by employers.		

	Tend to Agree	Tend to Disagree
19. Workers should not attempt to do something unless they are specifically told to do so.		

*This device may be used as a pre-test of student attitudes. It could serve as a guide for class discussion.

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PERSONALITY INVENTORY

Here are twenty traits without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. Grade yourself:

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

Those traits in which you score 3 points or below are the ones that you should improve.

1. IS SOCIABLE: Smiles a great deal; gets along with people; and has a keen sense of humor. _____

2. IS COURTEOUS: Considerate of other people; gives extra service; and says "Please" - "Thank you." _____

3. SPEECH IS EFFECTIVE: Expresses ideas clearly and convincingly; and speaks distinctly. _____

4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; and works for the organization. _____

5. HAS INITIATIVE: Makes best use of time; thinks up new ideas; and makes suggestions for improvements. _____

6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed; and is a "doer," not a "dreamer." _____

7. IS TACTFUL: Says the right thing at the right time; does not argue; and makes the other fellow feel he is doing things his way. _____

8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; and does his job as if he owned the business. _____

9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; and is always on the alert to help others. _____

10. IS ORDERLY: Systematizes his work; keeps things in their proper place; and is a clean storekeeper. _____

11. IS HONEST: Must be held in highest confidence; takes responsibility for his own errors; and avoids temptation, bad companions, and bad personal habits. _____

12. IS DEPENDABLE: Is always on the job; observes company policies and procedures; and does what he is told to do. _____

13. HAS SELF-CONFIDENCE: Believes he can and will succeed; does not know it all; and never alibis. _____

14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; and observes company policies. _____

15. IS INTELLIGENT: Knows what he is doing; knows his merchandise; and makes an effort to learn new methods. _____

16. IS ADAPTABLE: Makes adjustments easily; welcomes changes; and judges new ideas on merit rather than by prejudices. _____

17. MEMORY: Remembers and can associate names and faces; is able to retain essential facts; and discards nonessentials. _____

18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc. that are costly; and saves his own money as well as money for his employer. _____

19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; and is noted for sound judgment. _____

20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again, and is not easily discouraged. _____

TOTAL _____

INSTRUCTIONS TO STUDENT:

If you had to select one or more of the jobs below, which do you think would be most interesting? Check as many as you find of interest to you--numbering them in the order of your preference.

GROUP A	GROUP B	GROUP C
____ Auto Mechanic	____ Bookkeeper	____ Laboratory Technician
____ Handy Man in a "Fix It Shop"	____ Bank Teller	____ Analytic Chemist
____ Shop Apprentice	____ Timekeeper	____ Draftsman

GROUP D	GROUP E	GROUP F
____ Automobile Salesman	____ Stenographer	____ Musician
____ Sales Clerk	____ File Clerk	____ Commercial Artist
____ Household Appliance Demonstrator	____ Comptometer Operator	____ Clay or Wood Modeler

SUCCESSFUL DEVICES IN GUIDANCE AND COUNSELING
Rudolph F. Wagner

"Each group represents an INTEREST AREA. If you have checked a job in GROUP A, it probably would indicate that you have an interest in mechanical things--that you like to work with your hands and use tools and machinery.

GROUP B might indicate an interest in numerical work--a liking for figures & mathematical calculations.

GROUP C represents a few jobs which could be classified as "technical" and usually reflects an interest in work of a scientific or engineering nature.

GROUP D jobs show a preference for working with people--the selling and promotional occupations.

GROUP E jobs are clerical in nature--indicating an interest in office work and business procedures.

GROUP F indicates artistic interests--a liking for interpretive activities dramatic and literary jobs could also be listed in this group.

"When considering your job interest, keep in mind that interest alone does not necessarily spell success in a job. Thousands of boys are interested in baseball, but very few could make even the minor leagues as players. This is of special importance when considering the more unusual or glamorous fields, such as acting, opera singing or deep-sea diving. Remember that each job has its own special value, and that practically every job calls for some special skill, ability or talent. The job of draftsman, for example, requires ability to concentrate and visualize, along with a knowledge of mechanical drawing, shop techniques, blueprint reading and mathematics. Satisfactory grades in most of these subjects in high school are a MUST for the successful draftsman in today's industry.

"Similarly, an interest in the clerical field-particularly in stenographic and secretarial work-must be supported by many special abilities and talents. Typing requires a high degree of physical coordination, manual speed and an ability to read rapidly. The good secretary must have a keen memory, a good vocabulary, legible penmanship and a sound foundation in language, spelling and grammar. Good grades in high school English, arithmetic, bookkeeping, typing and shorthand are certainly valuable assets to the high school graduate looking for office work. Try to keep your interests within the practical limitations of your abilities and talents.

"Once you have discovered these real interests, however, you will probably have a fairly accurate estimate of your talents and aptitudes. Your high school grades are usually a good indication of both. Your parents, friends, teachers and counselors know you, and can be of help in determining your personal qualifications. Moreover, these people have a definite INTEREST IN YOU, and should be consulted before making your final occupational choice."

SUGGESTIONS FOR HIGH SCHOOL STUDENTS REGARDING JOB INTERVIEWS

Personnel executives have been asked in many studies to list the most important things the graduating senior can do in order to make a favorable impression during the job interview. One such study came from 153 companies whose findings were reprinted in Educational and Vocational Planning by William Martinson (Scott, Foresman & Co., 1959).

High on their list of priority were the following suggestions:

Know what field of work or job he is interested in and why.

Understand his interests and abilities.

Show a knowledge of the company and its products or services.

Read company literature in the placement office.

Dress properly--neatly. A good appearance.

Try to be relaxed--at ease. Act naturally.

Ask questions about the company or job which are sensible--intelligent--pertinent--discriminating--well thought out.

Display an interest in the company and the job.

Be sincere--forthright--frank.

Show an ability to express himself clearly; good use of English.

Have a scholastic record which is average or better.

Illinois Teachers of Home
Economics, Vol. VIII, No. 6

JOB ANALYSIS SHEET

1. Job Title: office clerk
2. Age (minimum and maximum) and sex: 18-65 female only
3. Working Hours: 8-5, 5 days per week (1 hr. for lunch)
4. Overtime or holiday work: none
5. Approximate salary range: $3,800 - $4,200
6. Job Hazards (accidents, special working conditions): none
7. Education background (high school, college, technical schools, apprenticeship, etc.): high school and business college preferred.
8. Special tools and equipment used on job: none
9. Supervision: department head
10. Health: reasonably good health
11. Experience: 1 year
12. Machines used: typewriter occasionally
13. Place of Work: office (air conditioned)
14. Briefly describe type of work and operations involved:

    A. filing of letters and forms (20%)
    B. sorting and distributing mail (10%)
    C. filling out forms on typewriter or by hand (60%)
    D. errands (10%)

Johnny Brown
(Name)

The above sheet may be modified or expanded at the discretion of the instructor or counselor. Students may wish to prepare their own sheets after a thorough discussion has taken place in class.

SUCCESSFUL DEVICES IN GUIDANCE AND COUNSELING
Rudolph F. Wagner

A Drama for Classroom or Assembly Program

THE DROPOUT LOOKS FOR A JOB

As industry uses more and more automation, jobs for unskilled workers are rapidly disappearing. One study shows that such jobs are disappearing at the rate of 250,000 each year. What do you suppose will happen to the teenagers who drop out of school before they are prepared for jobs?

THE FOLLOWING SCENE TAKES PLACE IN THE EMPLOYMENT OFFICE OF A LARGE ELECTRIC UTILITY COMPANY. PETE IS SEATED IN FRONT OF A DESK. BEHIND THE DESK IS MISS ANDERS, A PERSONNEL INTERVIEWER.

ANDERS: What kind of job are you looking for, Pete?
PETE: Oh, I don't know. Just anything, I guess, Miss Anders.
ANDERS: Tell me about you qualifications.
PETE: My what?
ANDERS: Your qualifications. What would you have to offer our company that would make us want to hire you?
PETE: Well, I like to fuss around with telephone lines.
ANDERS: But we're not a telephone company. We're an electric utility company. What qualifications do you have for our company?
PETE: Guess I don't have any.
ANDERS: Tell me, Pete, how did you get along in school?
PETE: Not so good, I guess. The teachers always yapped about me being late, and they gave dumb tests about things I'd never use. So I quit.
ANDERS: Well, Pete, I can tell you this. If you have a job, your boss expects you to be on time.
PETE: I would be--if I had a job. That's different from school.
ANDERS: Are you sure? Don't you know that when you're in school, that's your job?
PETE: But you don't get paid.
ANDERS: Not in money, but you're preparing yourself for a future job that does pay. The more education you have, the more the job pays. Your teachers are fussy about your being on time, doing your assignments, and taking tests. They are trying to help you learn good work habits.
PETE: But you don't have to take tests on a job...
ANDERS: On, yes you do, Pete, each one of our employees is on probation for six months. During this period he's on trial. At the end of six months he is graded by his supervisor, who turns in the grades and a long report to us. If the grade is satisfactory, the employee enters another probationary period. He must complete this period successfully before he's given permanent employment.
PETE: Guess I didn't know.
ANDERS: Did you know that before we hire anyone we check his grades at school?
PETE: Gosh, I'm a dead duck then.

ANDERS: Pete, you know how the baseball team managers go all around the country trying to find the very best qualified men for their teams.

PETE: Sure, they gotta have a good team.

ANDERS: Yes, they do. So does any business. Every businessman wants the very best qualified person he can find for any job opening that comes up. He's going to check applicants for attendance and punctuality, for grades, for attitude, for their interest in taking part in school activities.

PETE: You're saying that I don't have a chance, aren't you?

ANDERS: Right now, yes, Pete. You need more education. Look at your application form. What is this first word?

PETE: It says "print."

ANDERS: Exactly. But you wrote instead of printing. This tells me that you don't follow directions well.

PETE: But my printing is terrible.

ANDERS: What about these empty spaces?

PETE: I just didn't know what to put in them. I don't know what to put in them. I don't know what some of the words mean.

ANDERS: Marital status? We merely want to know whether or not you are married.

PETE: Oh!

ANDERS: I'm trying to help you for your next application, Pete... Remember when I asked you what kind of job you were looking for and you said, "just anything?"

PETE: Well, I am. I'm looking for a job. I'll take anything.

ANDERS: But, Pete, can't you see how we look at a statement like that?

PETE: No, I can't.

ANDERS: Before you apply for a job, you need to find out all you can about the company. Then you decide if you have any skills to offer for a particular job. Believe me, Pete, you must have something definite to offer. There's too much competition for jobs that don't require a great deal of education and training. There are about seven million young dropouts like you competing for the few jobs open for unskilled help.

PETE: Wow! Makes a guy stop to think, doesn't it?

ANDERS: It should, Pete. Why don't you give it some serious thought? Then decide what you should do.

PETE: Thank you, Miss Anders, I will.

ANDERS: And remember, Pete, good habits are your servant; bad habits are your master.

FILL IN THE BLANK SPACES BELOW

1. What kind of job did Pete say he was looking for?_____
_____

2. Why did Pete say he quit school?_____
_____

3. What did Miss Anders say about school as a job?_____
_____
_____

4. Do business organizations have any kind of test for their employees? _____

5. Employers usually check with schools about the qualifications of a person applying for a job. Name three things they check for.

_____ _____ _____

6. What impression of Pete did Miss Anders get from the way he filled out the application form? _____

_____

7. What does marital status mean? _____

_____

8. Name two things you should do before applying for a job.

_____ _____

9. Should a job applicant say he will do just anything? And Why? _____

_____

_____

10. With how many dropouts was Pete competing for a job? _____

11. MATCH THE DEFINITIONS

_____ 1.	qualifications	a. a person who asks for a job
_____ 2.	automation	b. promptness
_____ 3.	assignment	c. the way a person looks at things
_____ 4.	probation	d. a person who works hard
_____ 5.	applicant	e. the abilities that are needed to fill a certain job
_____ 6.	punctuality	f. a contest; rivalry
_____ 7.	attitude	g. the use of machines to do work that used to be done by people
_____ 8.	competition	h. work given to be done; tasks
		i. a trial period

12. What do you think Miss Anders meant when she said, "Good habits are your servant; bad habits are your master"?

13. Why do you think Miss Anders did not hire Pete?

14. Do you agree or disagree with Miss Ander's judgment about Pete?

15. We get an idea of what Pete thought about his teachers. What do you think the teachers thought about Pete?

APPLICATION LETTER

872 Shady Avenue
Memphis, Tennessee 38108
June 1, 1971

Mr. William S. Johnson
Personnel Director
A-1 Construction Company
1260 East Seventh Street
Memphis, Tennessee 38120

Dear Mr. Johnson:

In response to your advertisement for a draftsman in the May 31, 1971, edition of the Commercial Appeal, I should like to apply for the position. As I have indicated on the enclosed personal resume' sheet, my draftsman qualifications meet the high standards of your company.

I graduated in the upper fourth of my high school class. In addition to the drafting courses I took in high school, I have taken drafting courses at the Area Vocational School. I plan to continue my training in this field by taking night courses at the Memphis Technical Institute.

While in high school I participated in a cooperative education program in which I worked part time in the drafting department of International Harvester Company. The manager of that department, Mr. Oscar Reddick, has given me permission to list his name as one of my business references.

I enjoyed my drafting classes at school and my work at the International Harvester Company. I should like to continue in the field and make it my career. May I expect to be called for an interview? My telephone number is 684-5234.

Sincerely yours,

Joseph W. Webster

Enclosure

PERSONAL RESUME'

Name: Joseph W. Webster
Address: 872 Shady Avenue
Telephone: area code 901 684-5234

Height: 6' 1"
Weight: 190 pounds
Marital Status: single
Physical condition: Excellent

Education:

Graduated from Northside High School, Memphis, Tennessee, on June 1, 1970, with six credits in drafting. Completed a twelve month drafting course at the Memphis Area Vocational-Technical School.

Admitted to the Evening Division of the State Technical Institute at Memphis for the Fall quarter 1971.

Extracurricular Activities

President of the Vocational Industrial Clubs of America
Treasurer of the Student Council
Quarterback on the Football Team

Experience

Part-time student assistant in drafting department at International Harvester Company.

References

Mr. Oscar Reddick, Manager, Drafting Department, International Harvester Company, Memphis, Tennessee 38127
Telephone 525-8406

Mr Paul T. Lewis, Chairman, Vocational Education Department, Northside High School, Memphis, Tennessee 38108
Telephone 324-5114

Rev. T. I. Briscoe, Pastor, Trinity Methodist Church, 47 Ninth Street, Memphis, Tennessee 38102
Telephone 484-3368

Recent Photograph Trimmed To Fit This Space

CLASSIFIED PERSONNEL
An Equal Opportunity Employer

Application Form

Division of Classified Personnel
Memphis City Schools
Room 158, 2597 Avery
Memphis, Tennessee 38112

I. B. M. No. _____

Do not write in this block

Instructions: This form is to be completed in ink in the applicant's own handwriting and signed in the space provided on the reverse side. The applicant should arrange for a personal interview.

A FALSE ANSWER TO ANY OF THE QUESTIONS BELOW MAY INVALIDATE THIS APPLICATION.

I. Personal Data

Name _____ (Last First Middle Maiden) Date of Application _____

Address _____ Zip Code _____ Telephone No. _____

List at least two schools near your home. 1. _____ 2. _____

Date of Birth _____ (Month Day Year) Place of Birth _____

Nationality _____ Sex M ___ F ___ Race _____ Height _____ Weight _____

General Health Last Two Years _____ Physical Defects _____ (Hearing, Speech, Vision or Other)

Marital Status _____ (S, M, W, D) No. of Children _____ No. Dependents _____ Soc. Sec. No. _____

Name of Husband or Wife _____

Where Employed (Husband or Wife) _____

Names of Parents _____ Address _____

Where Employed (Parents) _____

II. Type(s) of job(s) for which you wish to be considered.

(1) _____ (2) _____ (3) _____

Can you type? _____ words per minute. Use shorthand? _____ words per minute.

III. Are you available for substitute work? ☐ Yes ☐ No Temporary Employment? ☐ Yes ☐ No

IV. Educational Preparation

	Name of School and State	Dates Attended From	To	Highest Grade or Level Completed	Year of Graduation	Degree or Diploma Rec'd.
Elementary						
High School						
College or Univ.						
Voc. School						
Special Courses						

V. Additional Personal Data

1. Are you a resident of Memphis? _____ If not, do you plan to establish residence in Memphis if you are employed? _____

Form 14764 (Fill out reverse side completely)

850

2. Of what organizations are you a member? Social _____

Civic _____ Fraternal _____ Professional _____

Other _____

3. Have you ever been arrested? _____ If yes, attach explanation.

4. Are you now or have you ever been connected with any subversive or Communist organization? _____ If yes, attach explanation.

5. Do you have your own means of transportation? ☐ Yes ☐ No Car ☐ Yes ☐ No Bus ☐ Yes ☐ No Other _____

6. Have you ever been discharged from any position? _____ If yes, attach explanation.

7. What was the cause for leaving your last position (or reason for desiring to leave your present one)? _____

8. In the event you are hired, give name, address, and phone number of person to notify in case of emergency. _____ Phone _____
Name Address

9. May we contact your present (or last) employer? _____
Yes or No

10. Date you are available for employment _____

11. How much notice do you need to give your present employer? _____

12. Have you ever filed a written application for employment with the Memphis City School System prior to this date? _____
Yes or No

13. Church Affiliation _____

VI. Previous Work Experience (List Last Employer First)

Name of Employer(s)	Address of Employer	Type of Work	Dates Employed From Mo. & Yr.	To Mo. & Yr.
1.				
2.				
3.				
4.				

VII. References—List at least 3 people not related to you that have known you at least 1 year.

	Name	Title	Address
1.			
2.			
3.			
4.			

Attach Photograph.
Arrange for a personal interview.

(Signed) _____

Return to: Memphis City Schools
Classified Personnel
Room 158
2597 Avery
Memphis, Tennessee 38112

DO NOT WRITE BELOW THIS LINE

Employed _____ Dept. _____ Div. _____ Location _____
Date

Substitute or Regular _____ Position _____ Step _____ Rate of Pay $ _____ per _____

Supplements _____ Terminated _____ Inactive _____ Reason _____
Date Date

94

BUSINESSES AND INDUSTRIES THAT PERMIT STUDENTS TO TOUR THE FACILITIES

HART'S, INC.
4304 Summer Avenue
682-4661
Thomas [illegible]arrazog

HOLIDAY INN
3761 Lamar
362-[illegible]451
Charles N. Camp

ITT CONTINENTAL BAKING
400 Monroe Avenue
525-[illegible]407

J. M. SMUCKER COMPANY
4740 [illegible]ortman Road
362-[illegible]
Eugene Coe

MEMP[illegible] PUBLISHING COMPANY
495 Union avenue
526-5011
W. Averck

NATIONAL BEDDING FURNITURE
1700 Channel Avenue
942-4661
E. C. Patton

PLOUGH, INC.
3022 Jackson
458-3361
Warren Draffin

RICHARDS MANUFACTURING COMPANY
1450 E. Brooks
397-4483
Robert Moore

SHULTON, INC.
1725 Third
948-1633
L. Willis

NOTE: Contact the name of the person indicated at each company to make arrangements.
Check Industrial Arts Course of Study for additional businesses and industries.

WMC Stations
196[illegible] Union
274-8515
Liddia Slentz

BULLETIN BOARD IDEAS

Use a large cartoon drawing of Snoopy (cartoon character from Peanuts) with caption: Happiness is ---------- working on a job that utilizes your interest and ability.

ABC'S OF AN INTERVIEW

Ask questions needed for job information

Be relaxed and alert

Consider the interviewer's time

Dress appropriately

Express interest in the work

Find ways to express appreciation for interview

FORMULA FOR ACHIEVEMENT

A spirations: setting goals

+

A bilities: talent of various kinds

+

A ction: effort with purpose and enthusiasm

= A chievement

Set-up industrial display. Show various phases of development of a product.
Example: Cotton from the raw stages to a completed garment.

BULLETIN BOARD IDEAS

A BOUQUET OF FORGET-ME-NOTS TO REMEMBER ABOUT INTERVIEWS

Ask Questions

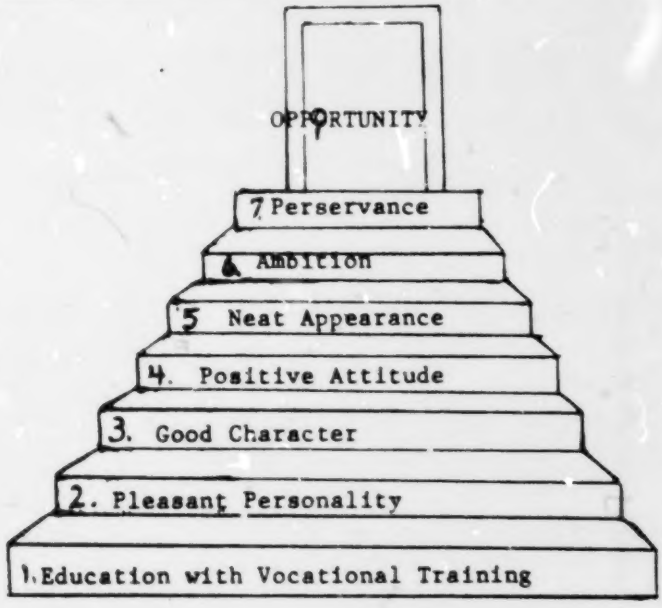
Dress Appropriately

Be Relaxed

Express Interest

Consider the time

Express Appreciation



CLIMB THE STEPS TO A GOOD JOB

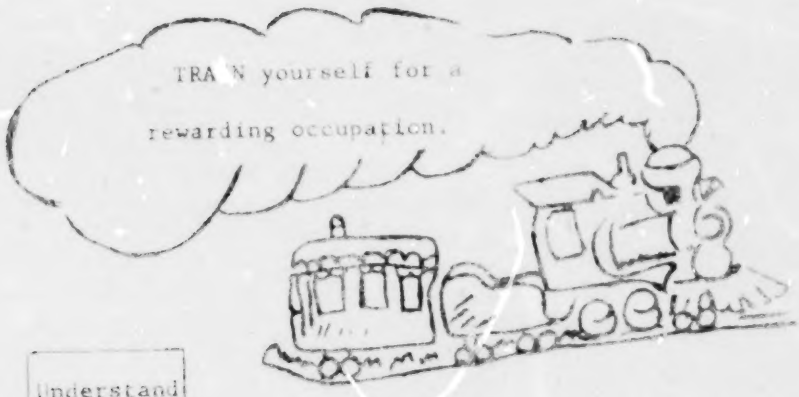
FEATHER YOUR NEST
PREPARE FOR A JOB

R E M E M B E R

Formula for Achievement:

A spirations: setting goals
+
A bilities: talent of various kinds
+
A ctivities: effort with purpose
and enthusiasm
____
= A chievement

BULLETIN BOARD IDEAS

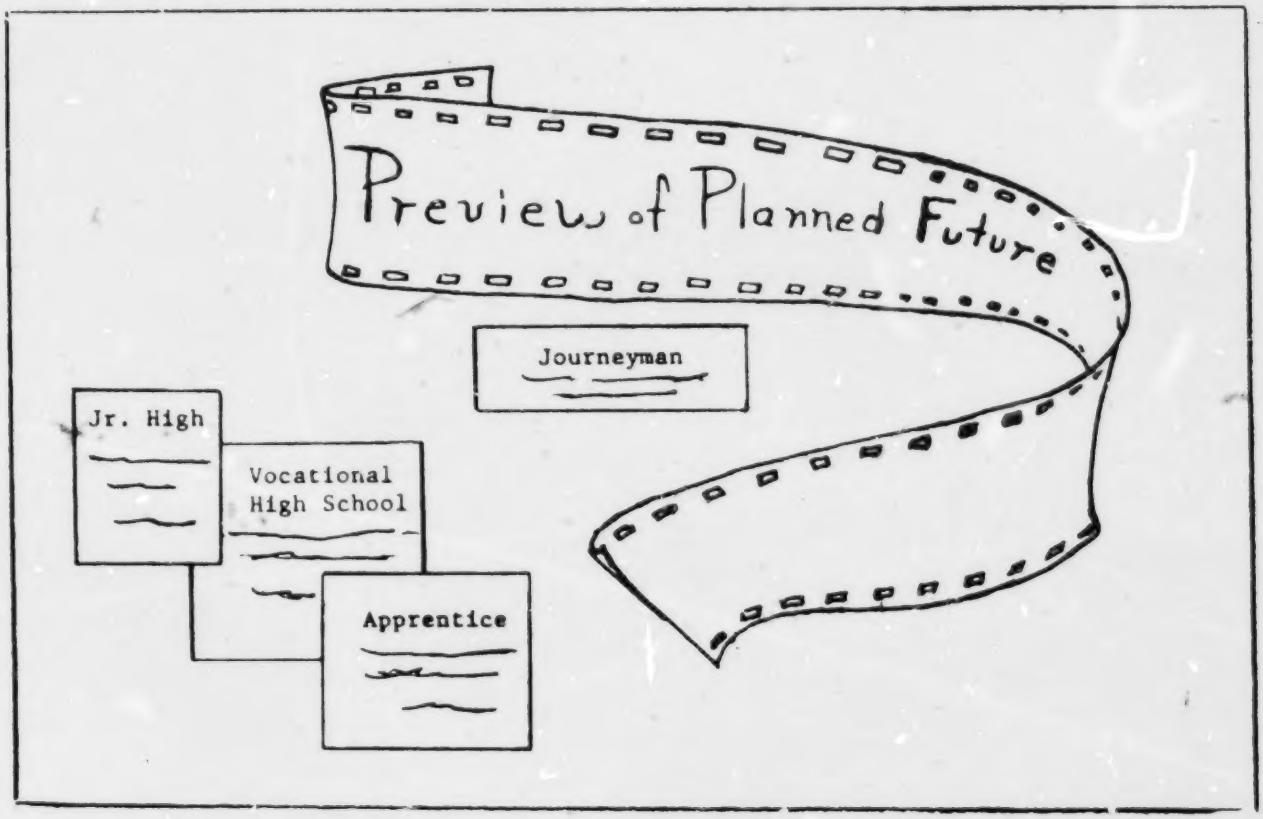


Understand Yourself

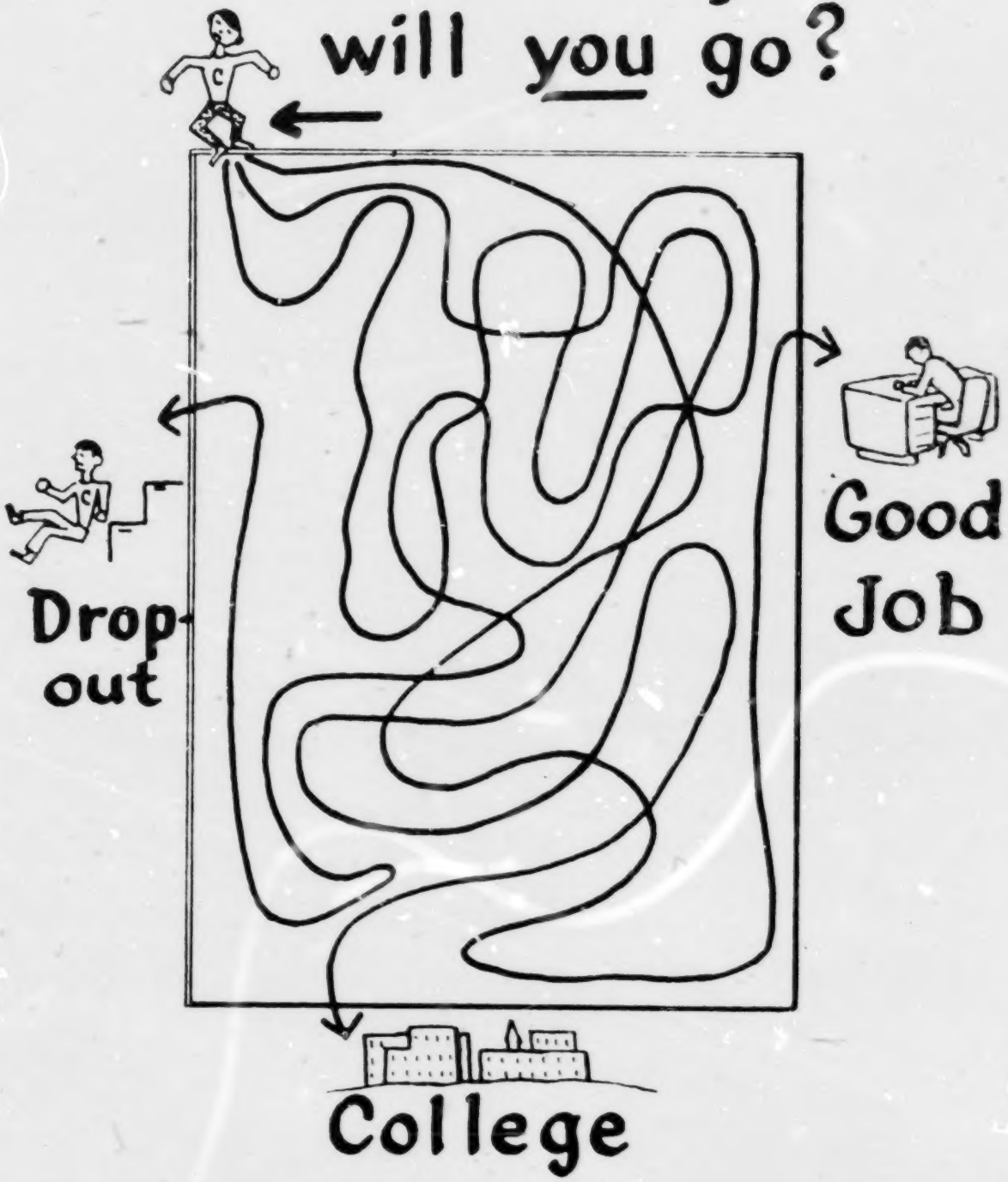
Learn to Get Along With Others

Develop Your Talents

Train for a Cluster of Occupations


Preview of Planned Future
Journeyman
Jr. High
Vocational
High School
Apprentice

Which way will you go?



VOCATIONAL FIELD TRIP REPORT

Name _____

Place visited _____ Date _____

Department visited _____

Guide's name _____

List the various occupations you observed (use back of page if necessary):

1. _____

2. _____

3. _____

4. _____

List any health or safety hazards you observed:

_____

_____

List any skills that you observed in action:

_____

_____

_____

What did you find most interesting?

What did you find least interesting?

Opinions from workers about their jobs:

Did the workers seem happy?

How do you make application for a job here?

"What's My Line?"

(A classroom learning activity that is played like the television game, "What's My Line?".)

Each student researches a job in which he is interested. He should be prepared to answer questions about his occupation. A panel of four, a timekeeper and a moderator are selected. The teacher may prefer to serve as moderator, because occasionally he will have to intervene and qualify answers.

Students volunteer to be questioned about their occupations. Each panel member questions for one minute, after which the timekeeper blows the whistle and the next panel member takes up the questioning where the last left off. In the event the panel does not guess the occupation in seven minutes, the student being questioned tells what he does. After the first panel has questioned the four volunteers, the four having been questioned serve as a panel member and as the guest with the job.

The game gets off to a good start when the panel is given some leading questions. The panel may start the questioning by finding out whether the job is of a manual, mechanic, etc., nature.

HOW I PLAN TO ACHIEVE MY VOCATIONAL GOALS

Name of Occupation _____

Description of duties _____

_____

Aptitudes Required	How I Rate My Aptitudes		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Necessary Personality Traits	How I Rate In These Personality Traits		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education or Training Required	Further Education or Training I Need
_____	_____
_____	_____

Other Requirements	How I Can Fulfill These Requirements
_____	_____
_____	_____
_____	_____

Suggested Teaching-Learning Approaches for Career Development in the Curriculum
University of Minnesota College of Education

OCCUPATIONAL BOOKS IN THE SCHOOL LIBRARIES

Cypress Jr. High School

American Dietetics Association, Your Future as a Dietitian, Richard Rosen Press, New York, 1964.

Bernays, Edward L., Your Future in Public Relations, Richard Rosen Press, Inc., New York, 1961.

Bibby, Dause L., Your Future in the Electronic Computer Field, Richard Rosen Press, New York, 1962.

Dawson, Taylor, Your Future in the Automotive Industry, Richard Rosen Press, New York, 1963.

Detzen, Winfred, So You're in High School, McGraw Hill Company Inc., New York, 1958.

Donohue, Jody, Your Career in Public Relations, Julian Messner, New York, 1967.

Ely, Lawrence D., Your Future in Aerospace Technology, Richard Rosen Press, New York, 1962.

Eskow, Gerald W., Your Future in the Trucking Industry, Richard Rosen Press, New York, 1964.

Feder, Ph.D., Raymond L., Your Future in Chemical Engineering, Richard Rosen Press, New York, 1962.

Frost, Jane C., Your Future in Dental Assisting, Richard Rosen Press, New York, 1964.

Gelb, Richard L., Your Future in Beauty Culture, Richard Rosen Press, New York, 1964.

Goodrich, Foster E., Your Future in Direct Selling, Richard Rosen Press, New York, 1965.

Greenberg, Saul N., So You Want to be a Dentist, Harper and Row, 1963.

Hammond, Ross W., Your Future in Industrial Engineering, Richard Rosen Press, New York 10010

Kitson, Harry D., Vocations for Boys, Harcourt, Brace & World Inc., New York, 1955.

Lingenfelter, Rebecca M., Vocations for Girls, Harcourt, Brace & World Inc., New York, 1951.

Locklear, Edmund, Your Future in Accounting, Richard Rosen Press, New York, 1963.

MacGil, Gillis, Your Future as a Model, Richard Rosen Press, New York 10010

Nourse, Alan E., So You Want to be a Chemist, Harper and Row, 1964.

Nourse, Alan E., So You Want to be a Nurse, Harper and Row, 1961.

Noyes, Nell Braly, Your Future As a Secretary, Richard Rosen Press, 1961.

Orent, Norman B., Your Future in Marketing, Richard Rosen Press, New York, 1966.

Paris, Jeanne, Your Future as a Home Economist, Richard Rosen Press, New York, 1964.

Paul, Grace, Your Future in Medical Technology, Richard Rosen Press, New York, 1962.

Pond, John H., Your Future in Personnel Work, Richard Rosen Press, New York, 1962.

Reinfeld, George, Your Future in Printing, Richard Rosen Press, New York, 1963.

Robinson, Lura, Outdoor Jobs for Men, The Vanguard Press, Inc. New York.

Rudolph, Patricia, Your Future as an Airline Stewardess, Richard Rosen Press, 1961.

Ryan, Jr., Leonard Eames, So You Want to Go Into Journalism, Harper and Row, 1963.

Scott, George A., Your Future in Retailing, Richard Rosen Press, Inc., New York.

Severn, Inc., How to Earn Money, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1957.

Singer, Jules B., Your Future in Advertising, Richard Rosen Press, 1960.

Sonnabend, Roger P., Your Future in Hotel Management, Richard Rosen Press, New York, 1964.

Splaver, Sarah, Careers in Personnel Administration, Henry Z. Walck, Inc., New York, 1962.

Splaver, Sarah, Your Careers if Youre Not Going to College, Julian Messner, New York, 1963.

Wallace, Sarah, Leslie, So You Want to be a Librarian, Harper, 1963

Westervelt, Virginia, Choosing a Career in a Changing World, G. P. Putnam's Sons, New York, 1959.

Ur 11, Ph.D., Catherine, Big City Workers, Follett Publishing Co., Chicago, 1953.

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Humes Junior High School

Latham, Frank B. and Reginald M. Cleveland, Jobs Ahead, O. Appleton-Century Company, Inc., 1946

Becker, Esther R. and Richard Lawrence, Success and Satisfaction in Your Office Job, Harper and Row, New York, 1954

Ryan, Leonard Eames and Bernard Ryan, Jr., So You Want To Go Into Journalism, Harper and Row, New York 1963

Myers, George E., Gladys M. Little, Sarah Robinson, Planning Your Future, McGraw-Hill, New York, 1940

Frost, Jane C., Your Future in Dental Assisting, Richards Rosen Press, New York, 1964

Nourse, Alan E., So You Want To Be A Nurse, Harper and Row, New York, 1961

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Davey, Mildred A., Elizabeth M. Smith and Theodore R. Myers, Everyday Occupations, wnd Edition, D. C. Heath and Company, Boston, 1950

Shuff, Frances L., Your Future in Occupational Therapy, Richard Rosen Press, Inc., New York, 1964

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Rudolph, Patricia, Your Future as an Airline Stewardess, Richard Rosen Press, Inc., New York, 1961

Mayo, Lucy Graves, You Can Be an Executive Secretary, Macmillan Company New York, 1965

Whitcomb, Helen and John Whitcomb, Strictly for Secretaries, (Revised Ed.) McGraw-Hill, New York, 1965

Jones, Candy, Modeling and Other Glamour Careers, Harper and Row, New York, 1969

Reilly Ph.D., William J., Career Planning for High School Students, Harper and Brothers, 1953

Campbell, William G. and James H. Bedford, You and Your Future Job, Society for Occupational Research, Ltd., Los Angeles, 1944

Galus, Henry S., Charting Your Course, Macrae Smith Company, Philadelphia, 1957

Holden, Donald, Art Career Guide, Watson-Guptill Publications, Inc., New York, 1961

Paris, Jeanne, Your Future as a Home Economist, Richard Rosen Press, Inc., New York, 1964

West, Wallace, Find a Career in Electronics, G. P. Putman's Sons, 1959

Greer, Michael, Your Future in Interior Design, Richard Rosen Press, Inc., New York, 1963

Harrison, William C., Find a Career in Auto Mechanics, G. P. Putman's Sons, New York 1964

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Paul, Grace, Your Future in Medical Technology, Richard Rosen Press, Inc., New York, 1962

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Goodrich, Foster E., Your Future in Direct Selling, Richards Rosen Press, Inc., New York, 1965

Kirk, Richard, Aim for a Job in a Hospital, Richards Rosen Press, Inc., New York 1968

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Can I Be An Office Worker? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Can I Be A Draftsman? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Can I Make the Production Team? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Can I Be a Technician? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Your Social Security, Superintendent of Documents, U. S. Government Printing Office.

Start Getting That Job Now - A Vocational Guidance Handbook, Memphis Community Learning Laboratory.

Room To Grow

Should You Be a Salesman?

Should You Be A Printer?

Should You Go Into Electronics?

Computer Programming?

Should You Be A Draftsman?

Should You Go Into The Construction Business?

Should You Be A Dietitian?

Should You Be An Accountant?

Should You Go Into Advertising?

Should You Seek A Career In Life Insurance?

Should You Be A Purchasing Agent?

Should You Go Into Retailing?

Should You Be A Nurse?

Should You Be A Newspaperman?

Should You Be A Medical Technologists?

A Man's Guide To The Look Of Success

The seventeen booklets listed above may be obtained from the following address:

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

Your Telephone Personality, South Central Bell Telephone Company

Careers For Youth In The Food Service Industry, Director of Education, National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610

*Free or inexpensive booklets

SOURCES OF AUDIO VISUAL AIDS

SPAN Office
ADULT EDUCATION CENTER-EAST
Phone 684-4846

*Foundations for Occupational Planning:

"Who Are You?"
"What Do You Like To Do?"
"What Is A Job?"
"What Are Job Families?"
"What Good Is School?"

**Job Attitudes:

"Why Work At All?"
"Liking Your Job and Your Life":
1. The Construction Worker
2. The Factory Worker
3. The Community Worker
4. The Television Repairman

"Trouble At Work"
1. Hazing
2. Failure to Communicate
3. Absenteeism
4. Lack of Ambition

"A Job That Goes Someplace"
Part I
Part II

***"What's It Like?"

What's It Like Being:
a Bookeeper
Buyer (Department Store)
Air Traffic Controller
Clerk Typist
District Sales Manager
Employment Representative
Retail Division Manager
Executive Chef
Employee Development Specialist
Freight Checker
Airline Instructor
Pediatric Nurse
Layout Operator
Receptionist
Emergency Room Nurse

Restaurant Manager
Section Chief
Truck Maintenance Man
Special Projects Coordinator
Airline Ticket Agent
Store Detective
Bank Vice President

* Filmstrips
** Filmstrips with records
*** Cassettes

FILMS

How To Use The Telephone
South Central Bell
Telephone Company

Baking Industry, black and white/11 minute, free
Choosing Your Occupation, black and white/10 minutes, free
How to Keep A Job, black and white/10 minutes, free
Film Library
State Department of Education
1319 Church Street
Nashville, Tennessee 37203

Public Well Served, color/10 minutes, free
Film Library
Tennessee Public Health
Cordell Hull Building
Nashville, Tennessee 37219

#1661 The Motor Mechanic
#1663 The Construction Worker
#1664 The Electronic Technician
#1665 The Metal Worker
#1666 The Draftsman-Surveyor
#1667 The Electrical Worker
#1668 The Telephone Man
Modern Talking Picture Service, Inc.
3 East 54 Street
New York 22, New York

Career In Dietetics
American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

FILMSTRIPS

"It's an Exciting Career-Home Economist In Business, with record
J. C. Penny Company

"New Horizons In Food Service Careers", National Restaurant Association
1530 North Lake Shore Drive, Chicago, Illinois

OCCUPATIONAL FILMS
FILM LIBRARY
MEMPHIS BOARD OF EDUCATION

"Your Job - Fitting In"
"Your Job - Getting Ahead"
"Your Job - Good Work Habits"
"Choosing Your Occupation"
"Getting A Job"
"High School - Your Challenge"
"Fred Meets a Bank"
"Planning Your Career"
"Your Voice and the Telephone"
"Do I Want To Be A Secretary"
"How To Investigate Vocations"
"How To Keep A Job"
"Preparing For the World of Work"
"Should I Go To College"
"Summer of Decision"
"When You Choose Nursing"
"You and Your Work"

TEENAGERS CAN BE HIRED
A Guide to the Child Labor Laws

SOCIAL SECURITY NUMBER:

Everyone who works, regardless of age, must have a social security number. You must have a social security number before your employer can pay you. To obtain a number fill out an application at the Social Security Administration, 242 Federal Office Building, 167 N. Main St. or the office at 1796 S. Third St.

BIRTH CERTIFICATE

To obtain a work permit or to prove to an employer that you are old enough to work, you must have a copy of your birth certificate.

If you were born in Shelby County then go to the Shelby County Health Department, 814 Jefferson to receive a copy. There is a $2.00 fee.

If you were born outside of Shelby County but in Tennessee, write to the Division of Vital Statistics, Tennessee Department of Public Health, Cordell Hull Building, Nashville, Tennessee, 37219. If you were not born in Tennessee, write to the Bureau of Vital Statistics, State Board of Health, in the capital of the state in which you were born. Include your name, birthplace, date of birth, time of birth (if known), your mother's maiden name and your father's name. Be sure to enclose the $2.00 fee and the address where you presently live.

WORK PERMIT

If you are not 18 years old and have found someone who wants you to work for them, you must have a work permit.

If you live in the city you can obtain a permit at the Memphis Board of Education, 2597 Avery. If you live in the county a work permit can be obtained at the Shelby County Board of Education, 160 S. Hollywood. You must take a copy of your birth certificate with you. You will be given papers to have signed by your doctor, your prospective employer, and your parents or legal guardian. If you live in the county your parents must accompany you. As soon as these papers are returned you will be issued a work permit.

14 and 15 Year Olds ---- May work in many jobs before and after school hours and during vacations.

FOR EXAMPLE:

1. Office and clerical work
2. Cashiering, selling, art work, and window trimming

3. Price marking and tagging assembling orders, packing and shelving
4. Bagging and carrying out customer's orders
5. Some errand and delivery work by foot, bicycle, or public transportation
6. Clean up work, maintenance of grounds, but not including the use of power-driven mowers or cutters
7. Preparing and serving food and beverages
8. Delivering newspapers
9. Caddying
10. Working on a farm
11. Work in connection with cars and trucks if confined to the following:

    Dispensing gasoline and oil
    Courtesy service
    Car cleaning, washing, and polishing

    But NOT including work:

    Involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring

12. Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking foods when performed in areas physically separated from areas where meat is prepared for sale and outside freezers or meat coolers
13. Cleaning, tending or assisting householders, as yard care, pet care, child care, cleaning yards, garages and attics

A 14 or 15 year old may not be employed in any occupation declared hazardous.

These include manufacturing, mining, processing, construction and warehouse occupations (except office or sales work in connection with these occupations). A 14 or 15 year old may not work in a freezer, load or unload goods, work for a public messenger service, operate any power-driven machinery, work as a baker, wash outside windows when a ladder is required, or work in a boiler room.

16 and 17 Year Olds --- May work full time in most jobs

FOR EXAMPLE:

Most manufacturing jobs
Most jobs in stores and restaurants
Most service jobs, such as in repair shops laundries, drycleaners, recreation services, and hospitals
Clerical and office jobs

18 years is the minimum age for some hazardous jobs

THESE INCLUDE:

1. Driver or helper on motor vechicles
2. Jobs invloving the operation of certain dangerous woodworking, metalworking, bakery, and paper products machines
3. Operating elevators and other powerdriven hoisting apparatus
4. Most jobs in connection with mining
5. Most jobs in logging or sawmill operations
6. Some jobs in slaughterhouses and meatpacking plants
7. Many jobs involved in the manufacture of brick, tile, and similiar products
8. All jobs in roofing, wrecking, and demolition operations
9. Jobs in explosive plants
10. Jobs involving exposure to radiation
11. Jobs where intoxicating beverages are manufactured, bottled, or served for consumption

MAXIMUM HOURS OF EMPLOYMENT

A 14 or 15 year old may not be employed during school hours. They may work no later than 7:00 P. M. or earlier than 7:00 A.M. during school months.

A 14 or 15 year old may not be employed:
*More than 3 hours a day--on school days
*More than 18 hours a week--in school weeks
*More than 8 hours a day--on nonschool days
*More than 40 hours a week--in nonschool weeks

A 16 or 17 year old may not work more than 8 hours in one day, 40 hours in one week, or 6 days in one week. They may work no later than 10:00 P. M. or earlier than 6:00 A.M.